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# **McCabe School**

## **Comprehensive School Safety Plan**

### **2026-2027**

**Full Version**

Revised: February 5, 2026

Board Approved: February 17, 2026

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# Comprehensive School Safety Plan (CSSP)

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## ABOUT THE COMPREHENSIVE SCHOOL SAFETY PLAN (CSSP)

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. "Safety", in terms of these plans includes aspects of social, emotional, and physical safety for both youth and adults at our schools.

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. The California Education Code sections 32280 – 32289 outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Requirements are:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse or neglect reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections 32280 – 32289.

## Safety Planning Committee Members

The Safety Planning Committee is made up of a combination of staff and parents who work together to review data, identify areas of need, and help us to prioritize the programs we provide for our students and their families.

Category	Name	Category	Name
Administration	Veronica Hernandez		
Administration	Gina Sanchez-Macias	Board Member	Annette Rea
Administration	Isaac Leon	Classified Management	Rene Huerta
Teacher	Liz Cochran	Parent	Kenneth Phillips
Classified Security	Gerardo Navarro	School Counselor	Dresden Hester

We appreciate the time and effort of this group in supporting the school's efforts to engage and educate our parent community.

### Roles and Responsibilities:

- ✓ Develop the school site safety plan
- ✓ Actively review and assess the current status of the school crime committed on campus and at school-related functions
- ✓ Identify safety-related goals and strategies and/or programs that will be used to meet those goals for the upcoming school year
- ✓ Review and report progress of safety plan and goals to the School Site Council, staff, parent groups, and Board of Trustees

**School Site: McCabe Elementary School**

**Fiscal Year: 2026-2027**


We, the McCabe School Site Council (SSC) and the McCabe School Safety Planning Committee (SSPC), have read and approved this Safe School Plan pursuant to Education Code 32280-32289.5. We have consulted with a representative of a law enforcement agency in the writing and development of the comprehensive school safety plan. It addresses the safety concerns identified through a systemic planning process. It identifies strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

Date Approved by the Committee: February 5, 2026


Principal Signature (Required)

 \_\_\_\_\_

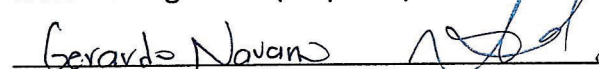
Principal Signature (Required)

 \_\_\_\_\_


Teacher Signature (Required)

 \_\_\_\_\_


Classified Signature (Required)

 \_\_\_\_\_

Parent/Guardian Signature (Required)

 \_\_\_\_\_

Other Signature (Optional)

 \_\_\_\_\_

Other Signature (Optional)

 \_\_\_\_\_

Other Signature (Optional)

 \_\_\_\_\_

**Verifications**

This plan must be evaluated during the current fiscal year and was revised prior to March 1<sup>st</sup>.

X  Confirmed

The following individuals were notified of the public meeting: MTA, CSEA, SSC and all persons requesting notification. This plan was communicated to the public at a public meeting at the school site on this date: Tuesday, February 5, 2026.

**District Office Use:**

Date Plan Received from the School Site: February 5, 2026

Date Plan Approved: February 17, 2026 Signature: \_\_\_\_\_

## SB187 Policies and Procedures

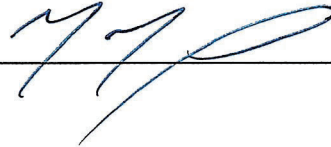
### Consultation with Law Enforcement Agency

SSC/SSPC must consult with a representative from a law enforcement agency in the writing and development of the Safety Plan. The following representative was consulted during the development of this plan.

**Name of Law Enforcement Representative:**

Lieutenant Michael Mistriel

Signature: \_\_\_\_\_



Date of Consultation: January 15, 2026

### Assessment Data

The School Safety Plan must include an assessment of the current status of school crime committee on the school campus at school-related functions. This may be accomplished through various types of assessment data.

Assessment data included in this plan are (check boxes):

- Local law enforcement crime data
- Suspension/Expulsion data found in California Longitudinal Pupil Achievement Data System
- Behavior Referrals
- Attendance rates/School Attendance Review Board Data
- School Improvement Plan
- Property Damage Data
- Other: \_\_\_\_\_

### Safety Strategies

The School Safety Plan must include an identification of appropriate strategies and programs that provide/maintain a high level of school safety.

Safety Strategies are included in this plan:

X  Yes          No

## Required Safety Procedures

The School Safety Plan must include all the following:

- ✓ Child Abuse or Neglect Reporting Procedures
  - Included in District Policies Section and Comprehensive School Safety Plan
- ✓ Disaster Procedures
  - Routine and emergency, including adaptations for pupils with disabilities
- ✓ Earthquake emergency procedures that include the five (5) following items:
  1. A school building disaster plan
  2. A drop procedure
  3. Dates and times drills held (once each quarter in elementary, once each semester in secondary schools)
  4. Protective measures taken before, during, and after an earthquake
  5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in earthquake emergency procedure system
- ✓ Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare
- ✓ Policies and procedures which lead to suspension and/or expulsion
  - Included in District Policies Section
- ✓ Procedures to notify teachers of dangers pupils
- ✓ Policy prohibiting discrimination, harassment, intimidation, and bullying
  - Included in District Policies Section
- ✓ Provisions of any school site dress code, including prohibition of “gang-related” apparel
  - Included in District Policies Section
- ✓ Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to school campus
- ✓ Procedures that create a safe and orderly environment conducive to learning at the school
  - Included in District Policies Section
- ✓ Access to the school campus (visitors)
- ✓ The rules and procedures on school discipline
  - Included in District Policies Section
- ✓ Crisis Response Plan
- ✓ Hate crime reporting procedures and policies
  - Included in District Policies Section
- ✓ Procedures designed to address the supervision and protection of pupils from child abuse, neglect, and sexual offences

## **District Mission Statement**

Our mission at McCabe School District is to be the model of educational excellence, innovation and leadership. We are committed to work collectively with students, families, and the community. We are dedicated to provide a safe and conducive environment for learning.

## **School Demographics**

McCabe Elementary School occupies approximately 35 acres of property at the corner of McCabe and Austin Roads in Imperial County. This includes 20 acres west of the main McCabe campus that were purchased by Mr. and Mrs. Virgil Corfman in 2006. The development of this property was completed during the summer of 2008 and the Corfman portion of McCabe School is used to house students in grades 4-8 and was officially opened in the fall of 2008.

McCabe Union Elementary School District is located just southwest of El Centro. Our TK through 8<sup>th</sup> Grade district is considered a rural school that feeds into the Central Union High School District. California Longitudinal Pupil Achievement Data System (CALPADs) enrollment for Fall 2025 was 1050 students. The socioeconomics of the school community are comprised of a wide range of occupations, from professionals to unskilled laborers. One indicator of the economic status is the number of federally funded free or reduced lunches serviced in the District. The Fall 2025 Unduplicated Pupil Percentage (UPP) was 48%. Student enrollment continues decline and it is the District's goal to continue with a 10:1 in Transitional Kinder and 24:1 in Kinder through 3<sup>rd</sup> Grade. The school was designated a California Distinguished School during the 2005-2006, and 2011-2012 school years. The California Department of Education recognized the McCabe Union Elementary School District as an outstanding educational program and awarded the District the California Gold Ribbon Schools Award during the 2015-2016 school year.

## **Current Assessment of School**

During the 2024-2025 school year, McCabe Union Elementary School District had a suspension rate of 1.8% and had an increase of 0.3% from the previous year.

During the 2025 California Dashboard, the school declined the rate of chronic absenteeism with a percentage of 3.5%. The school will continue to focus on improving this trend in reducing chronic absenteeism.

An analysis of behavior referrals reveals that most incidents of referrals to the office are for minor infractions. Most referrals are for students lacking conflict resolutions skills to resolve disagreements among themselves.

## Action Plan – Annual Safety Goals

<b>Goal 1:</b>	Provide training for students, staff, and parents on safety procedures to include the Standard Response Protocol, the Standard Reunification Method, and the adopted application for emergency management system.
<b>1.1</b>	Update and inform educational partners on the annually revised safety plan.
<b>1.2</b>	All staff will be trained in school safety procedures at the beginning of the year, focusing on, but not limited to Physical Environment, School Safety Compliance and the Emergency Response Plans.
<b>1.3</b>	All staff and students will participate in monthly drills, such as preparing for shelter (e.g. earthquake), evacuation (e.g. fire), Lockdown. To include, but not limited to the following: <ul style="list-style-type: none"> <li>• 2 Fire</li> <li>• 2 Earthquake/evacuation drills</li> <li>• A Lockdown with Reunification Drill</li> </ul> <p>Additional drills based on the Standard Response Protocol. All drills include an evacuation and student and staff accounting.</p>
<b>1.4</b>	Parents will be invited to attend various trainings related to school safety and wellness.
<b>Goal 2:</b>	Increase student safety awareness and positive behavior climate as measured by the suspension and expulsion rate.
<b>2.1</b>	Prevention and awareness training will be provided to students and parents in the areas of Harassment/Sexual Harassment, Cyber/Bullying, Threat of Violence, and components of ED code 48900.
<b>2.2</b>	Improve character development and build leadership with Peacebuilder and in Leader in Me Program.
<b>2.3</b>	Provide counseling services to meet the academic, social-emotional and career development needs of students.
<b>2.4</b>	Establish a Student Attendance Review Team to hold regular monthly meetings to provide intervention for students with chronic absenteeism with the goal to helping overcome barriers to regular attendance and to improve academic success.

# **Section 1**

## **Physical Environment**

# Section 1

## Safety Plan

### Physical Environment Component

#### Preface

The McCabe Union Elementary School District assumes the responsibility of providing a safe environment for students, staff, parents, and other visitors while being present at our school. The purpose of this safety plan is to provide the information necessary to enable district personnel to ensure a safe environment during an emergency situation involving students, personnel, community members, and facilities during school-sponsored classes, programs, and activities. It is important to remember all school personnel, both classified and certificated, as well as district and appropriate community resources should be utilized in any comprehensive emergency response plan. In the event of an emergency that requires parents to be notified, the district will use Parent Square to keep parents informed. The website will also be updated to keep everyone informed. In the event of such an emergency, the School Board will always be notified. The school has adopted The Standard Response Protocol and The Standard Reunification Method from the I Love U Guys Foundation and Raptor as its Emergency Management System to prepare for, respond to, and recover from any emergency. The school provides on-going training for staff and monthly practice of emergency drills. Security cameras have been installed in addition to a brand-new public-address system to provide an additional layer of security.

#### Special Note

It is vitally important that all school personnel take seriously any comments made by students involving violence, either to themselves or others. Please take the responsibility to report any such comments to an administrator, even though at the time, the comments may seem to have been made in jest.

In the event of an active assailant situation and shots, gunfire, or other life-threatening events are observed or are heard, it is the responsibility of all personnel to initiate lockdown procedures and notify administration. A lockdown must be a response to a clear and present danger to the safety of the students or staff at a school site.

# **School Safety Plan**

## **Physical Environment Component**

### **Responsibilities of School Personnel**

#### **Administration**

The school site administrators are responsible for all pre-disaster and preparedness for their school. They are subject to the directive and guidelines issued by the McCabe Union Elementary School District Superintendent or designee. In the event of an emergency, they are designated representatives who will assume overall directions of disaster procedures at the school.

**In discharging this responsibility, the principal of the school shall:**

**1. During Pre-Emergency Conditions:**

- Appoint a designee who shall assume the duties of the principal in his/her absence and identify duty assignments of other school personnel that are found in the School Site Emergency Plan under the Incident Command System (ICS) section
- Utilize the Facility Inspection Tool (FIT), the assessment of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. Monitor progress through quarterly checks based on priorities with administration

**2. Utilize directives and guidelines established by the school district to:**

- Develop a disaster and preparedness plan that shall be kept operative at all times
- Ensure that staff and students are properly trained in the school's emergency response plan
- Ensure that staff is trained to use emergency tools and resources, including, but not limited to: Raptor Visitor and Emergency Management, radios, public address system, fire extinguishers, and automated external defibrillators
- Ensure that there is an adequate warning system available and that the various alarm signals are known and understood by students and staff in addition to a shared vocabulary used to broadcast the need to respond to an emergency
- Collaborate with fire and police department personnel in planning for emergency response plans
- Plan with fire and police department personnel for primary and alternative traffic control plans for pedestrian and vehicular movements within the school plan
- Arrange for instruction and training of students to ensure their safety by reviewing emergency response procedures
- Coordinate with staff the maintenance, operations, and inventory of all emergency equipment and supplies including medical supplies, that they are maintained in usable conditions at all times by checking them at least annually
- Conduct annual check list review of emergency buckets ensuring the necessary supplies are available and that are not expired
- Know the location and operation of utility shut-off valves
- Communicate with students and parents about the school safety plan
- Conduct regularly scheduled drills and maintain a record of these in the emergency management system

- Provide substitutes with information regarding their responsibilities, evacuation routes, and general procedures

**3. During Emergency and Post-Emergency Conditions:**

- Assume overall direction of school crisis management
- Direct evacuation of building(s), using the Standard Response Protocol
- Arrange for transfer of students when their safety is threatened
- If students are to be released from the school, issue instructions to teacher

## **Teachers**

Teachers will be responsible for the supervision of students. They will follow the instructions and guidelines of the McCabe Union Elementary School District School Safety Plan and the specific instructions from the Superintendent, Principal, or designee.

In discharging their responsibility, teachers shall:

**1. During Pre-Emergency Conditions:**

- Be knowledgeable of the hazardous effects of different emergencies and the survival techniques for each
- Provide instruction and practice for students in the techniques of survival and emergency procedures to be followed
- Keep personal information on each student accessible at all times – Red Binders
- Keep posted (in their classroom) The Standard Response Protocol Poster, and the evacuation map
- Leave written instruction for substitutes on safety procedures
- Maintained classroom doors locked at all times, do not share gate codes with anyone, and always lock gates behind them

**2. During Emergency and Post-Emergency Conditions:**

- Supervise the evacuation of students to inside or outside assembly areas
- Remain with students until relieved of responsibility by the Superintendent or Principal. When class relocates, take roll (as soon as possible)
- Report missing students to the principal or designee. If there is reason to believe that students may be endangered in a school structure, attempt rescue measures with available trained personnel
- Render first aid, restore order, and assist staff and students as needed
- Release students only to authorized persons by following proper sign out procedures

## **Campus Maintenance Manager**

The responsibility of the campus maintenance worker shall be:

**1. During Pre-Emergency Conditions:**

- Maintain all fire equipment (extinguishers, hoses, etc.) in good working condition
- Assure fire alarm and public address system are in working order
- Maintain a set of the building blueprints
- Be knowledgeable of the hazardous effects of different emergencies and the survival techniques for each
- Maintain landscaping to ensure proper view of potential hazards and anger. Maintain fences and lock in good repair

- Annual implementation of the Facilities Inspection Tool (FIT) and monitor progress through quarterly checks based on priorities with administration
- 2. During Emergency and Post-Emergency Conditions:**
- Shut off all utilities immediately when directed to do so
  - Conduct damage control to limit damage to the school facility
  - Survey and report damage to the school principal
  - Assist as needed and where directed to do so

## **Substitute Employees**

**The responsibility of a substitute employee all be:**

- 1. During Emergency and Pre-Emergency Conditions:**
- Become familiar with the evacuation routes and general emergency procedures at the school site
  - Follow the lead and support site staff that are assigned to their assignment during an emergency or site drill
- 2. During Emergency and Post-Emergency Conditions:**
- Follow the lead and support site staff that are assigned to their classroom during an emergency or site drill
  - Lead or Co-lead the accounting for all students in their attendance
  - Assist where directed to do so

## **Parents – Students – Visitors**

**The responsibility of the parents, students, and visitors shall be:**

- Students must familiarize themselves with the preset evacuation routes
- Parents must provide the school with emergency contact numbers where they can be contacted at any time during school hours and after school hours
- Have all necessary medical information on file in the school office
- Visitors will only enter the school campus through the office
- All visitors must report to the office and will be directed where to reunite with child
- The visitor sticker must be worn at all times while visiting the campus

**In the event of a campus emergency:**

- Students must follow directions without hesitation
- Parents must follow the direction of the administrator in charge and assist as needed
- Parents must complete the process for reunification which includes verification of identification and authorization for release on the student's emergency card

# **Section 2**

## **School Safety Compliance**

# Child Abuse or Neglect Reporting Procedures

## Child abuse can be any of the following:

1. A physical injury inflicted on a child by another person other than by accidental means.
2. The sexual abuse, assault, or exploitation of a child.
3. The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
4. The willful infliction upon a child of any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.
5. The willful harming or injuring of a child, or endangering the person or health of a child, where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children, or an administrator or employee of a public or private school or other institution or agency.

## Child abuse does *not* include:

1. A mutual fight between minors.
2. An injury caused by the actions of a peace officer using reasonable and necessary force within the scope of their employment.
3. An injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:
  - To stop a disturbance threatening physical injury to persons or damage to property
  - For purposes of self-defense
  - To obtain possession of weapons or other dangerous objects within the control of a pupil
  - To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning

## Mandated Reporters

All school employees, governing board members, volunteers, and contractors or consultants who have direct contact with or supervision of pupils are mandated reporters and are legally required to report suspected child abuse or neglect in accordance with state law.

## **Reporting Procedures**

A mandated reporter shall make an immediate report, or as soon as practicably possible, by telephone to a child protective agency or appropriate law enforcement agency whenever the reporter has knowledge of or reasonably suspects that a child has been the victim of abuse or neglect. A written report shall be submitted within 36 hours of receiving the information concerning the incident.

Reporting to a supervisor, administrator, or school official does not relieve a mandated reporter of their individual legal responsibility to report suspected child abuse or neglect.

## **Protection From Retaliation or Interference**

No administrator, supervisor, or employee shall impede, inhibit, or discourage a mandated reporter from making a report, nor shall any employee be subject to retaliation for making a report in good faith.

## **Supervision and Prevention**

The district implements supervision, monitoring, and professional boundary practices designed to protect pupils from child abuse, neglect, and sexual misconduct, including appropriate staff visibility, reporting protocols, and adherence to professional conduct standards.

## **Training**

All mandated reporters shall receive annual training on the identification of child abuse or neglect, reporting obligations, and professional boundaries in accordance with state law and district policy.

Reference policy – Child Abuse Reporting Procedures Board Policy [BP 5141.4](#); [AR 5141.4](#)

## **A Safe and Orderly School Environment Conducive to Learning**

The McCabe Union Elementary School District will provide a safe, nurturing community in which to learn so each student can become competent and self-sufficient in the areas of academic, physical, social, and emotional competencies. The McCabe Board of Education accepts the responsibility for developing policies related to conduct and discipline. Administration has the duty and responsibility to implement those policies. Teachers shall enforce the discipline and conduct rules in the instance of minor violations and in other circumstances refer major violations to administration. It is the student's responsibility to know the rules of the school and to obey them. Parents or guardians have the responsibility of knowing the rules and communicating about them with their children and with the school to help develop a positive learning environment. Our goal is to provide our students with the best possible education. The students and the adults in their lives, teachers, bus drivers, parents, other support staff, and guardians all have a major role in making that education count. Individual behavior, especially in large groups, plays a major role in how well students learn.

### **1. Student Rights and Responsibilities:**

- It shall be the right of students to:
  - Have a safe, healthy, orderly, and courteous school environment

- To learn in an environment that is free from bullying and other forms of intimidations and harassment
  - Take part in all district activities on an equal basis
  - Attend and participate in school programs unless suspended following due process
  - Have school rules and conditions available for review
  - Have, in all disciplinary matters, the opportunity to present their versions of the facts and circumstances
  - Participate in a program that is free of verbal, physical, sexual, and other forms of personal harassment, and
  - Attend a school that is free from verbal, written, or physical threats of violence
- It shall be the responsibility of students to:
    - Follow all district policies and rules
    - Work to the best of their ability in all academic and extracurricular-pursuits and strive toward the highest level of achievement possible
    - Hold themselves to the highest standard of conduct, demeanor, and sportsmanship
    - Accept responsibility for their actions
    - Seek help solving problems that might lead to disciplinary procedures
    - Be in regular attendance at school and in class
    - Contribute to the maintenance of an environment conducive to learning
    - Show respect due other persons and property
    - Dress in accordance with standards established by the Board of Education
    - Make constructive contributions to the school, and
    - Report accurately the circumstances of school-related issues

## **2. Attendance**

- Bringing students and teachers together in a classroom is how the process of education takes place. Any time students are not present for instruction something is lost which may not be regained. Where this loss is severe, the student may not be able to successfully complete the requirements of the course. Good attendance usually results in fewer school dropouts and a higher learning rate. The habit of regular attendance carries over into business and family life. It also increases the district's revenues through state aid.
- Students are expected to be in school unless they have an excused reason to be absent. The school is not open for students until 7:30AM. Students are supervised outside until 8:10AM for the bell before going to classrooms.
- Students who are not in their assigned rooms by 8:11AM will be considered tardy or absent.
- Students who are late to school must report to the office to obtain a late pass. Teachers will not accept a student into a classroom after 8:11AM without a late pass.
- When a student is ill or otherwise absent, parents/guardian should phone the school or complete the Student Absence Reporting Form from district's website to verify the absence. The school numbers are (760) 335-5200 and (760) 352-5443 and the online student absence report form can be found at this web address: [www.muesd.net](http://www.muesd.net). Every absence must be verified.

- Any pupil subject to full-time education who is absent from school without a valid excuse for more than 30 minutes on each of three days in one school year is a truant and shall be reported to the attendance supervisor of the superintendent of the school district. California ***Education Code section 48260***.
- A student is considered chronically absent when they are absent 10 percent or more of the school year. Students who are chronically absent or are trending in that direction will be monitored by the Student Attendance Review Team and are subject to be referred to the Student Attendance Review Board.

### **3. Student Behavior – Code of Conduct**

- The Code of Conduct is a guide to acceptable behavior. *It is not meant to cover every possible incident.*
- All students will be held accountable for his/her actions in accordance with school rules, district policy, the California Education Code, and criminal and civil laws. Students may be assigned detention, in-school suspension, or out-of-school suspension depending upon the severity and circumstances of their actions. A parent conference with Administration may be required.
- When unacceptable student behavior occurs, it is the responsibility of the staff member who is in closest proximity to the incident to take whatever action is necessary to protect the student, other students, staff, and school property.

The McCabe Union Elementary School District Discipline Matrix is included in the Appendix.

## **Hate-Motivated Behavior: Suspension and Expulsion/Due Process**

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

*Hate-motivated behavior* is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim’s real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

Reference Policy – Hate Motivated Behavior [BP 5145.9 \(a\)](#)

Reference Policy – Suspension and Expulsion Policies– Inclusive of Hate Crime Reporting [BP 5144](#); [AR 5144](#)

Reference Policy – Suspension and Expulsion/Due Process (Students With Disabilities) [BP 5144.1](#); [AR 5144.4](#)

## **Employer Security Teacher Notification of Dangerous Pupils**

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Education Code 49079)

The above information shall be made available for teachers to read, and a copy shall be kept in the student's file.

Reference Policy – Employee Security [AR 4158](#)

## **Non-discrimination/Harassment**

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district's school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targets at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within the district school, and to acts which occur off campus or outside of school-related or school sponsored activities but which may have an impact or create a hostile environment at school.

Reference Policy – Nondiscrimination/Harassment Board Policy [BP 5145.3](#); [AR 5145.3](#)

## **Uniform Complaint Procedures**

The California Code of Regulations (Title 5, Section 4600 et seq.) requires the districts, among other things, to adopt and publish procedures referred to as the Uniform Complaint Procedures (UCP) that provide for prompt and equitable resolution of discriminations, harassment, intimidation, and bullying complaints. The district must notify students, employees, and parents, as well as others, of its local complaint procedures and identify the person or persons responsible for processing complaints.

Reference Policy – Sex Discrimination and Sex-Based Harassment Board Policy [BP 5145.7](#); [AR 5145.7](#)

## **Bullying/Cyberbullying**

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900 (r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardian, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Uniform Complaint Procedures Board Policy [AR 1312.3](#). If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Reference Policies – Bullying [BP 5131.2](#); [AR 5131.2](#)

## **Dress Code**

Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the education process.

Reference Policy – Dress Code Board Policy [BP 5132](#); [AR 5132](#)

## **Student Release During School Hours**

In an emergency or on special occasions, it may be necessary for a student to leave school grounds before general dismissal time. For early dismissal, the school requires a written note, or a phone call by the parent/legal guardian preferably before 11:00 Am. Parents may also make the request in person in the front office. The request should include the time of dismissal and whether the child will return the same day. Students will be issued a blue note from the office. Before leaving campus, the parent or anyone authorized by the parent in the emergency card must sign out the student(s) from the office using Raptor,

the visitor management system by presenting their driver's license the first time the student is signed out. If the student returns the same day, he/she must sign in at the office. Parents are to meet their children in the office.

Students may not be released to relatives or other adults not listed on his/her emergency card. Any person listed on the emergency card must have a photo identification and a note of released signed by the parent of legal guardian of the child at the time of pick up. No child will be allowed to walk or ride their bike to and from school.

## **Safe Ingress and Egress**

McCabe Union Elementary School District is in a rural campus setting. All students and employees enter the campus through the designated entrances before school starts. Once the school day begins, all visitors will only enter and exit through the front entrances. Students are brought to school by parents or transported by district buses. Students being transported by car are to use the crosswalk or exit their cars in the supervised car line. At the McCabe campus students are loaded into cars by staff-members or picked up by parents directly from the carline.

- Students are monitored to ensure a safe pick-up in the car line.
- All bus students are dropped off at the bus stop between the school sites. They exit the bus directly onto the fenced playground. At the end of the day students are to report to their designated bus loading zone and wait in line for the bus driver to open the bus. Bus loading zones are monitored at the end of the day.
- As needed, before, during and after school, the campus is supervised by the principal and other school personnel. There is sufficient supervision to allow students to enter and leave campus undisturbed and safely.

## **Weapons and Dangerous Instruments**

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school sponsored activities away from school, or while going to or coming from school.

Reference Policy – Weapons and Dangerous Instruments Board Policy [BP 5131.7](#); [AR 5131.7](#)

## **Visitor on Campus Procedures**

All campus visitors are required to stop by the school office to sign into Raptor, our Visitor Management System, with his/her ID and receive a visitor's pass. Visitors must return to front office to turn in visitor's pass when leaving. No parent, guardian, or visitor should be on school grounds or in classrooms without a visitor's pass during school hours.

During special events, other supervised gates may be used to enter the campus. Both campuses are to maintain a closed campus during working hours. If there is an intruder on campus, staff will direct person

to report to the front office and meet with administration. If intruder is non-compliant, a lockdown can be initiated, and law enforcement will be contacted.

All visitors must also comply with the sign indicating that Restricted Areas are for Authorized Personnel Only. In addition, these signs state:

**NONPUBLIC AREA BEYOND THIS POINT**

All people entering the campus as visitors during normal daily business hours (7:30AM – 4:00PM), pas this point, must have an appointment and check in at the front desk with an ID through the Raptor Visitor Management System. A visitor is defined as a non-employee or contractor of the district. All visitors must be accompanied by an escort through the building to their appointment destination. Unescorted members of the public remain in the front desk area of the office. Due to the confidential information related to students and staff, no video recording, still photography, or voice recording shall take place beyond this point unless there is a scheduled time, place, and venue that will not expose confidential information.

**Legal Reference:**

MUESD Board Policy, Administrative Regulation, and Exhibit 1250  
California Education Code 51512  
California Code of Procedure 1985.6(e) administrative

**Access to Public Agencies**

McCabe School District allows access to public agencies as needed. The school is equipped with two barrier gates that are locked at all times and will be opened for emergency vehicles. McCabe School is designated as a shelter in the event of an emergency and has a shelter agreement with American Red Cross.

**Injury and Illness Prevention Program (IIPP)**

The McCabe Union Elementary School District will follow its COVID-19 and Injury and Illness Prevention Program (IIPP). The plans can be found on the school website at [www.muesd.net](http://www.muesd.net).

# **Section 3**

## **Emergency Response Plans**

## **Disaster Emergency Response Plan SEMS and Immediate Response Actions**

The Standardized Emergency Management System (SEMS) is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. SEMS incorporates the Incident Command System, ICS.

### **The Incident Command System:**

1. Is a standardized management tool for meeting the demands of small or large emergency or non-emergency situations
2. Represents "best practices" and has become the standard for emergency management across the county
3. May be used for planned events, natural disasters, and acts of terrorism
4. Is a key feature of the National Incident Management System (NIMS). The ICS is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to enable effective and efficient domestic incident management. A basic premise of ICS is that it is widely applicable. It is used to organize both near-term and long-term field-level operations for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade.

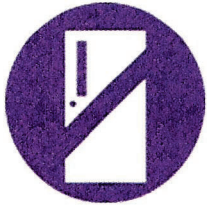
Our district provides a wide variety of trainings related to school safety to all staff. This includes the following: Bloodborne Pathogens Awareness, Mandated Reporting, Sexual Harassment, Homicide and Suicide Prevention, Playground Supervision, Bullying Prevention, Integrated Germ Management and Cardiopulmonary Resuscitation.

In addition, our district provides monthly trainings on how to respond to emergencies. This includes fire drills, earthquake drills, and lockdown drills based on and using the common terminology from the Standard Response Protocol and the Standard Reunification Method from the I Love U Guys Foundation. These protocols are in alignment with the and complement the structure of the Standard Emergency Management System. These trainings are focused on utilizing a common vocabulary with students, staff, parents, and are a part of the Imperial County Office of Education efforts to include local emergency responding agencies such as local law enforcement, fire department, etc. to participate in the same trainings and focus on applying the same Standard Response Protocol and the Standard Reunification Method. Every monthly drill is based on one of the Standard Response Protocols and each drill includes testing of our fire alarms and practicing evacuations.

Students and staff are trained on what to do in the event of an emergency. Teachers work with their students on being situationally aware of their surroundings and to listen to directives. There is a training for all staff at the beginning of the school year and prior to an emergency preparedness drill. Staff is also trained on using Raptor's Emergency Management System to account for students and staff as well as visitors. This application is also used as an additional communication tool and provides access to all our safety maps and safety plan. Our single school district also has both the transportation department and maintenance and operations department on site for support. We have over 60 handheld radios to communicate and six 800mhz radios to directly communicate with law enforcement.

## The Standard Response Protocol is Action Based

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants.



**Hold** is followed by the Directive: "**In Your Room or Area**" and is the protocol used when hallways need to be kept clear of occupants.



**Secure** is followed by the Directive: "**Get Inside. Lock Outside Doors**" and is the protocol used to safeguard people within the building.



**Lockdown** is followed by "**Locks, Lights, Out of Sight**" and is the protocol used to secure individual rooms and keep occupants quiet and in place.



**Evacuate** may be followed by a location and is used to move people from one location to a different location in or out of the building.



**Shelter** and state the **Hazard** and **Safety Strategy** for group and self-protection.

The complete manual for The Standard Response Protocol for K12 Schools and Districts 2023 Operational Guidance V4.1 is included in our Appendix. This tool guides our preparation and exercises for all emergencies. This manual includes an introduction, overview, implementation guidance, messaging, and communication, sequencing the actions, and strategies for drills and exercises. All classrooms have a copy of the Standard Response Protocol and individualized evacuations maps and are posted next to each door at eye level.

# The Standard Response Protocol

The Standard Response Protocol will be used for emergencies that require the following actions:

- Hold
- Secure
- Lockdown
- Shelter
- Evacuate

The Standard Response Protocol K12 2023 Operational Guidance V4.1 can be found online on the I Love U Guys Foundation website and it is also located in the appendix area. Also included in the appendix are the following:

Evacuation Maps, Search and Rescue Maps, Gate Maps, and the Incident Command Center Flow Charts.

The following emergency response procedures complements our response plans based on the Standard Response Protocol.

## Emergency Procedures for a Medical Emergency

(Blood-Borne Pathogen or Communicable Disease) CPR and First Aid

All procedures or other job-related tasks that involve an inherent potential for mucus-membrane of the skin contact with blood, body fluids, tissues, or a potential for spill or splashes of them are to follow the established Universal Precautions at all times. Use of appropriate protective measures are required for all employees engaged in these tasks.

### 1. Universal Precautions:

- Barrier protection. All employees must use barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:
  - Gloves
  - Dust masks and protective eye wear
  - Disposable smock and aprons
  - Personal Protective Equipment (PPE) kits
  - Wash hands if they come in contact with blood or other bodily fluids
  - Avoid accidental injuries. Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades, or other sharp materials. These types of materials should be picked up with tongs and placed in a puncture-resistant container for disposal
  - Avoid direct mouth-to-mouth resuscitation/Use protective mask
  - Decontaminate all surfaces and devices after use

Puncture-resistance containers will be carried as part of a blood or body fluid clean-up kit. These containers will be labeled "Biological Waste".

### 2. Pre-Emergency Procedures:

- Awareness of Imperial County Health Department reporting criteria regarding various communicable diseases

- Immunization tracking following state mandated requirements
  - Follow Imperial County Health Department directives (each case will be different)
  - Prepare a list of non-immunized/medical fragile students, parents, and staff so they may be notified
- 3. Immediate Action:**
- Notify support services, as needed
- 4. Communication**
- Notify school Superintendent
  - Notify staff, parents, and Board if appropriate

We have four Automated External Defibrillators and two LifeVacs. The AED's are located in the health office at the McCabe Campus and in the multipurpose room, health office, and the gym at the Corfman Campus. The LifeVacs are located in the multipurpose room of each campus.

## Emergency Procedures for Fire

If the building is on an automatic system, sensors will detect any fires and an alarm will sound. For buildings that are not on an automatic system, once a fire is detected by any staff member, a manual alarm will need to be pulled. In either system, once a student or staff member becomes aware of a fire, immediately notify the office.

1. Never attempt to fight a fire larger than a wastebasket
2. If you are using a fire-extinguisher, remember:
  - P – PULL safety pin from the handle
  - A – AIM at the base of the fire
  - S – SQUEEZE the trigger handle
  - S – Sweep from side to side
3. If caught in a fire, when exiting the building: (1) Stay low, (2) Do not open doors hot to the touch
  - If your clothing catches fire: STOP, DROP, ROLL
4. Follow the Standard Response Protocol for Evacuation

## Evacuation Procedures

At the evacuation area, staff in charge of students are to:

1. Account for students using the district's Emergency Management System (Raptor). If the app is not available, take roll in RED binder
2. Display Green Sign (All Students Present), Red Sign (Student/s Not Present) and/or Medical Sign (Medical Attention Needed)
3. Grade level leaders will check with teachers in their grade level for missing students and will report to the Incident Command Center and/or a member of the Search and Rescue Team
4. Teachers will remain with students until the "all clear signal" is heard to return to class or until all students are released
  - Each employee will check on the status of his or her "buddy" staff member. "Buddy System is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation.

- If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field
- If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to the nearest safe location regardless of the injury. An adult is to remain with the injured party until moved to the first aid area. The designated triage areas will be determined at the time of the incident for McCabe and Corfman sites.

## **Incident Command Center**

The Incident Command Center and alternate locations are identified in each Campus Search and Rescue Map. At the Incident Command Center, principal/designee will:

1. Use ICS flowchart to meet with and provide leadership to the following teams: Search and Rescue Teams, Security/Utility Team, Assembly Area, First Aid/Medical Team, Crisis-Psychological Team, and the Reunification Teams
2. Verify student attendance
3. If there are missing students or staff, Search and Rescue Team members will be assigned to check the classroom area for the missing persons
  - When missing persons are found, they are to be returned to their assigned classrooms and the Incident Command Center will be notified.
  - Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Incident Command Center following an evacuation.
  - Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children at their evacuation or assembly area.

## **Emergency Procedures for Assault**

**Immediate Action:** (Note: More teachers and school personnel are injured while trying to break up fights than during any other campus crisis. If weapons are involved, **call 911 immediately.**)

1. Notify front office (via radio or telephone) of location and the number of students involved.
2. Do not break up a fight by yourself. Obtain additional help.

### **Analyze the Altercation:**

1. Is the fight staged?
2. Are weapons involved?
3. Is the fight winding down?
4. Determine the aggressor(s)

### **Controlling the Altercation:**

1. Use your presence and voice to alert your presence
2. Call out participants by name, if possible
3. Give Immediate directions to the participants
4. Separate combatants and disperse onlookers

### **Follow-Up:**

1. Obtain medical assistance
2. Administration will notify the Sheriff department and parents

3. Obtain names of witnesses and have them complete written statements. Allow for a cooling-off period
4. If necessary, preserve the crime scene for evidence
5. Inform the Board

## **Emergency Procedures for a Threat of Violence**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, drawings, social media posts, or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy.

### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team (School Psychologist, School Administrator/s, School Counselors and County Resources if needed) will conduct the threat assessment. The Sheriff's department will be notified and asked to conduct their own threat assessment.
3. The Sheriff's Department, along with the School Threat Assessment Team, will assess the warning signs, risk factors, stabilizing factors and potential precipitating events.
4. The Sheriff's Department, along with the School Threat Assessment Team, will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
5. The Sheriff's Department, along with the School Threat Assessment Team, will recommend appropriate action to the school administrator.
6. As soon as the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.
7. Administration will notify school personnel, parents/guardians, and Board of any credible threat of violence that disrupts the school day.

## **Emergency Procedures for Bomb Threat**

All bomb threats will be considered to be authentic until proven otherwise. The decision to evacuate the building(s) should be made by the principal or other designated person in accordance with the McCabe Union Elementary School District policy. The following are guidelines to prevent and to respond to a bomb threat.

1. Be alert for (1) suspicious person(s), (2) foreign or suspicious objects, or (3) unusual sounds.
2. Ensure that doors and access areas (i.e., boilers, storage, etc.) are locked when not in use.
3. Keep all keys secure and accounted for. Immediately replace locks for lost keys.
4. Routinely check fire exits and evacuation routes to keep them unobstructed. Maintenance Supervisor will routinely check.

### **If you receive a bomb threat:**

The person receiving the call should:

- Remain calm
- Use the District Bomb Threat Checklist see pg. 97
- Keep the caller talking as long as possible and record every word

- If possible, get the attention of the principal/designee while on the line by using the Raptor “Digital Panic Button.” Provide full information following the call to include the location of the bomb
- Remain available for emergency personnel along with a copy of the Bomb Threat Checklist

The principal/designee should notify the proper authorities:

- Call 911
- Sheriff’s Department (442-265-2021)
- County Fire Department (442-265-6025)
- Superintendent/designee (760-335-5200)
- Maintenance and Operations (760-335-5200)

In every instance, the direction from law enforcement and emergency personnel will be followed.

The principal/designee, in collaboration with emergency personnel, will choose one of the following options, keeping student and staff safety foremost:

- Search the campus without an evacuation
- Search the evacuation routes, evacuate, then search the campus
- Evacuate and then search
- No action

If you receive a bomb threat, do not use hand-held radios, cell phones, or any other electronic devices.

- School personnel will assist law enforcement and fire department personnel in the inspection of the campus. School personnel know what belongs in the school and which items are strange. With this knowledge at hand, the rooms can be checked quickly and efficiently.
- Look only for suspicious, out of place, or changed items
- When it has been determined that it is safe to return to class, an “all clear” signal of a sustained ringing bell will be sounded

Within 24 hours, the report section of the Bomb Threat Checklist will be completed and provided to the Superintendent/designee.

Follow Evacuation and Reunification Procedures if necessary.

## **Emergency Procedures for Suicide Ideation**

Suicide Ideation or Self-Harming Behavior Identified at School

### **1. Initial Response and Supervision**

When any school staff member becomes aware of a student exhibiting potential suicidal thoughts or self-harming behaviors, the staff member must immediately contact the school counselor.

- The school counselor (or available designee) will ensure that the student is escorted by an adult to a supervised, safe location such as the counseling office.
- Students must never be left alone or sent unaccompanied.

## 2. **Suicide Risk Screener**

The school counselor initiates the suicide risk screener process only once two or more adults are in the room.

- The Columbia-Suicide Severity Rating Scale (C-SSRS) will be used as a tool to gather information about the student's state of well-being.
- The counselor should provide emotional support and keep the student informed of each step to reduce anxiety and build trust.

## 3. **Determining Level of Concern and Immediate Actions**

Based on the results of the screener:

- **No or Low Concern:** The counselor will notify the parent or guardian of the concern and the outcome of the screener. The student will continue to be monitored at school for any changes in mood or behavior.
- **Moderate Concern:** The counselor will refer the student to an outside mental health agency or provider for further evaluation and support. Parents/guardians will be notified, and the referral will be documented.
- **High Concern:** The counselor will immediately contact the School-Based Response Team at Imperial County Behavioral Health for consultation and/or on-site response. The parent/guardian will be notified as soon as possible.

If the student becomes combative, resists intervention, or attempts to flee, staff should call law enforcement.

## 4. **Collaboration and Administrative Notification**

- When the Behavioral Health Response Team is contacted or on-site, the school administrator must be notified and involved.
- Collaboration between school personnel, parents/guardians, law enforcement (as needed), and community mental health providers is essential to ensure the student's safety and well-being.

## 5. **If a Student is Placed on a Psychiatric Hold**

- The student's parent/guardian and case manager will be informed immediately.
- Prior to the student's return to campus, a Safety Team Meeting will be scheduled with the parent(s)/guardian(s), case manager, and relevant school staff to review supports and reentry planning.

## 6. **Post-Crisis Follow-Up**

- The counselor will continue to monitor the student through regular check-ins and coordinate ongoing support with teachers, parents, and outside providers as appropriate.

- The School Safety Team will review the incident to ensure procedures were followed and make adjustments if necessary.

## **Emergency Procedures for Death at School**

When traumatic events in a school, school district, or community occur, there is an intermediate need for effective services to respond to the emotional pain, that accompanies loss and distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings, which accompany such a tragedy. The school system has many similarities to the family system and like the family has opportunities to provide a support response.

1. Pre-Emergency Procedures:
  - Establish and train a Crisis Response Team
  - Establish a system for communication for teachers, staff and the Board
2. Immediate Action:
  - Call 911 and notify Superintendent and Board
  - Initiate a HOLD action from the Standard Response Protocol to keep students in classes away from the crisis area or to move students away from the immediate crisis area
  - Activate the Crisis Management Team
  - Secure the area until law enforcement arrives
  - Make notes and observations of pertinent information
    - Who observed the occurrence?
    - Who reported the occurrence?
    - What vehicle(s) were involved?
  - Note the approximate time of the incident, when emergency vehicles arrive, and what was done for the victim. Write down your observations as soon as possible
3. Follow-Up (Family):
  - Contact the family personally and offer support
  - Establish a family support committee (example: to collect money, food donations, etc.)
  - Obtain information regarding funeral visitation, home visits, and family wishes
  - Stop any disciplinary, scholarship, testing, or special placement notifications that may be inadvertently sent to the family
4. School Plan of Action – Announcing the Loss:
  - Notify school community as appropriate: staff, parents, students
  - Provide facts to reduce rumors. Extend homeroom or study hour, if necessary
  - Arrange for selected class visits to speak to the students
  - Follow-up with a short faculty meeting to review the facts of the incident and the role of the faculty in assisting with the loss. Allow the faculty an opportunity to share their experiences and suggestions
5. Faculty Response:
  - Identify the students who were close friends or students who would like opportunity to attend a group or an individual meeting
  - Identify the students obviously in distress and provide counseling services
  - Provide an opportunity for students to discuss the loss and what they have learned
  - If students are restless, get them active and focus on a project for the family, if appropriate
  - Discuss the funeral to prepare the students who will be attending to know what to expect

6. **Counseling and Psychology Responsibilities:**
  - Establish an area for counseling (individual or group)
  - Reschedule the day's activities depending upon the needs of the school
  - Request additional counselors, if needed, as determined by the superintendent and psychologist
  - Identify individuals who can work with groups or individuals. Maintain a list of the students counseled. Make follow-up calls to the parents of the students in distress and make recommendations for the parents to provide support
7. **Administrative Responsibilities:**
  - Keep the staff updated on the events and circumstances
  - Identify faculty and staff who need mental health support services
  - Utilize counseling, psychology, district office, community counseling, or employee assistance programs
  - Emphasize the need to provide hard facts in reducing rumors. Remove personal items of the deceased from locker, desk, etc.
  - Rearrange the seating in the classroom, when appropriate

## **Emergency Procedures for Bus Accidents**

At the scene of an accident involving a school bus the responding law enforcement agency is in charge. The responsibility for the release of students rests with the District.

A District Transportation Safety Plan is maintained and provided to parents for written notification of district rules and guidelines for safety procedures.

### **1. General Accident Procedures:**

- The driver's first responsibility is to his/her passengers
- For an Emergency dial 911, and for Non-Emergency notify the California Highway Patrol at 760-482-2500, Superintendent/designee, Transportation, and Maintenance and Operations 760-335-5200
- Turn the engine off and set the brakes
- Check for any injuries to passengers. If there are injuries, administer first aid as needed
- Check the fuel tank and lines
- Check for electrical fire and/or smoke
- Keep all passengers in the vehicle, with the only exceptions being fire or other hazards that would warrant their removal
- Protect the scene from further accidents, traffic, and other persons in the area
- Do not move the vehicle until advised to do so by law enforcement personnel
- Do not release any passengers unless directed to by district administration
- If the present vehicle is not deemed safe for transport, arrange for another vehicle or other means as determined by district administration

### **2. Vehicle Evacuation Regulations and Emergency Exits:**

- The decision to evacuate the vehicle is the initial step and should be done in a manner that will result in the safest situation for the passengers
- Avoid panic and hasty decisions

- Two methods or routes of escape will be maintained
- Use an expedient and orderly movement of people to maximize safety
- Familiarity with drill patterns will provide drivers with actions to be taken in the event of an emergency requiring evacuation of a vehicle. These are to include:
  - Front-door evacuation
  - Rear floor-level door evacuation
  - Left and rear floor-level door evacuation
  - Rear, side, and front-level door evacuation
  - Front and side-floor level door evacuation
  - Left rear floor-level door evacuation

**3. Situations that may require evacuation include:**

- A fire or other potential for a fire to occur
- Vehicle is situated in a dangerous position on the roadway

**4. Hijacking and Kidnapping:**

- Drivers should not try to be the “hero”. Accept the situation and be prepared to wait until help arrives
- The first 15 to 45 minutes are the most dangerous. Follow the instruction of your captors without upsetting them
- Do not speak unless you are spoken to. Be calm and courteous in responding
- Do not make suggestions to your captors
- Do not try to escape unless you are the only hostage. If you are, make sure you can make good on your escape before trying it. Observe carefully everything that occurs. Try to memorize the number of captors, their description, their conversation, the number and type of weapons carried, types of vehicles, and license numbers, if possible
- Try to memorize the number and identity of other hostages, such as students. If you are released, your information will help the police
- If permitted to speak on the telephone or radio for any reason, follow the instruction of your captors very carefully. Be prepared to answer only “yes” or “no” to questions asked by the person to whom you are speaking
- Do not turn your back on your captors unless ordered to do so, but do not stare at them either. Make normal eye contact
- Do not be argumentative. Exhibit a cooperative attitude and instruct others to do likewise
- Avoid physical resistance
- Your main concern is the safety of your passengers. If permitted, ask your captors to allow you to give instructions to the students
- Be patient and remember that time is in your favor

**5. Hazardous Materials**

- For an Emergency dial 911, and for Non-Emergency notify the California Highway Patrol at 760-482-2500
- Hazardous material is anything that can explode, burn easily, corrode, poison, or affect life through biological or radiation activity. The basic steps to be taken are:
  - Protect the scene
  - Notify authorities
  - Render assistance
  - Collect information

- If hazardous materials are encountered, the following precautions should be taken:
  - Avoid smoke, fumes, or residue
  - Do not walk or drive through spilled materials
  - Do not stand downwind from spilled materials
  - Do not use flares or other ignition sources
- Some or all of the following activities may be necessary, depending upon the situation
  - Turn off the ignition switch and set the brakes
  - Remain calm and reassure passengers
  - Be alert regarding fire or the possibility
  - Place warning devices
  - Check for injury to passengers and follow first-aid procedures
  - Keep all passengers on the bus, again noting exceptions for fire and other hazards that would require removal from the bus
  - Evacuate only when necessary
  - To determine if evacuation is necessary, check wind speed and direction, roadway slope, and direction of flowing liquid, and identity of the spilled hazardous material
  - Account for all passengers.
  - Notify the Superintendent/designee, Transportation, and Maintenance and Operations at 760-335-5200

## **6. Bus Operations During Earthquakes:**

- **Minor Earthquakes:**
  - If a minor earthquake occurs while a bus is on a scheduled pickup or school-to-home run, the bus will temporarily stop, pull out of traffic and park the bus. At the time the driver can determine that all is clear, he/she will continue the regularly assigned route.
- **Major Earthquakes:**
  - **Picking up Students:** If a major earthquake occurs while a bus is on a run picking up children to take them to school, the bus will temporarily stop, pull out of traffic and park the bus. The driver will then give direction to students to “drop” and take “cover” under the seats. At the time the driver can determine that all is clear, he/she will then stop picking up students and will go to the nearest district school site to wait for further instructions. The school will be in communication with parents providing transportation updates. This may include if it is determined that it is safe to continue with routes to pick up students and transport them to school or if other arrangements need to be made by parents and staff.
  - **Taking Students Home:** If a major earthquake occurs while a bus is taking students home from school, the bus will temporarily stop, pull out of traffic and park the bus. The driver will then give direction to students to “drop” and take “cover” under the seats. At the time the driver can determine that all is clear, he/she will then stop taking children home and will go to the nearest district school site to wait for further instructions.
  - **Bus Riders:** All children who ride district buses should be instructed in advance by parents as to where they should go and what they should do if a major earthquake occurs prior to their scheduled bus pickup and after they have departed the bus for home.

# Emergency Procedures for Missing Persons

## 1. Pre-Emergency Procedures:

- Review plan with faculty and staff

## 2. Immediate Action – Missing Child: if a child is reported missing

- Check with staff and assign a team to check buildings, athletic fields, after school programs, and buses for the missing student
- Contact the child's parents
  - If unable to locate a parent, use numbers on the student emergency card
- Attempt to find out who last saw the child and where he/she was seen
- Contact close friends of the missing student to possibly obtain information as to their whereabouts
  - Interview the missing student's friends for information as to their whereabouts, possibility of running away, or returning home for fear of punishment
- Notify the police or notify appropriate law enforcement
  - Get an accurate description of the child. Include what the child was last seen wearing.
  - Provide photograph to law enforcement
  - Designate a school contact person to continue working with the parents and law enforcement if the child is not located
  - Designate a school official to work as a liaison with law enforcement

## 3. Immediate Action – Missing Adult:

- Attempt phone contact
- Contact law enforcement to do a welfare check at the person's home
- Contact personnel office for a listing of relatives or friends to contact
- Designate a school official to be a liaison with law enforcement, in case the person is not located

## 4. Follow-Up

- Arrange selected class visits to speak, as necessary, to provide facts and to reduce rumors
- Forward a written report to the Superintendent

## 5. Confidential information:

- According to federal statutes, an educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals
- If law enforcement or medical personnel need information to protect the health and safety of a student, provide whatever information is needed
- Generally, the only information that should be provided to the media is confirmation of the student's attendance in our district. Comments to the media should be referred to the superintendent/designee
- However, in the case of a missing child, providing information to the media that may aid in the discovery and/or protection of the child is permissible

## Emergency Procedures for Abandoned Child

### 1. Immediate Action:

- Contact administration
- Contact the family by telephone, if possible
  - Contact emergency telephone references
  - If contact cannot be made with the parents by 30 minutes after the office has closed, call the Sheriff's Department (442-265-2021) for an officer to respond
- Place written documentation in student file regarding the circumstances surrounding the incident

### 2. Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personal identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect health and safety of the student or other individuals
- If law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school will provide whatever information is needed
- Media: Generally, the only information that should be provided to the media is confirmation of the student's attendance in the McCabe union Elementary School District. The media should generally be referred to the superintendent or designee. However, in the case of an abandoned child, providing information to the media that may aid in the protection of the child is permissible.

Appendix – Sample of [CPS Report](#)

## Emergency Procedures for Criminal Allegations Against a Student

### 1. Pre-Emergency Procedures:

- Administrators and staff are provided written guidelines regarding the release of information pertaining to students and staff
- Law enforcement must present proper identification

### 2. Immediate Action:

- Notify parents
- Determine legal authority of the individual requesting to question anyone on the school premises
- Work with legal authorities to ensure the questioning occurs with the least possible disruption to the school environment
- If the parent is not present during the questioning of a student on campus, an administrator may be present during the questioning

### 3. Communication: Information will only be provided to law enforcement as per ED code

- Do not release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals
- If criminal allegations involve crimes against other students, refer any questions to the investigating officer

### 4. Follow-Up:

- Communicate to staff members and to the parents of the students involved
- Law enforcement will conclude investigation and do any necessary follow-up

## **Emergency Procedures for Campus Disorder – Walk Outs or Sit Ins**

A “walk out” is a type of demonstration that needs to be dealt with through dialogue. If a student walk out occurs, and the students remain on the school grounds, the principal or his representative should try to talk the students into returning to their classes or another designated location. If the students do not return to class:

### **1. Immediate Action:**

- Notify superintendent
- Inform the office immediately
- Take the necessary measures to ensure the safety and well-being of students while they demonstrate. Things to consider: access to water, shade, an area to speak and guidance on how to demonstrate in a peaceful and safe manner
- Take roll to determine the names of the students who did not return to class, left campus or never entered the school campus
- If the demonstration becomes disorderly or violent, call 911

### **2. Communication:**

- Inform school community

### **3. Follow-Up:**

- Contact the parents of students who never entered the campus or did not return to class

## **Emergency Procedure for Off-Campus Disorder**

Follow the same Immediate Actions, Communication and Follow Up indicated for On Campus Disorder for incidents occurring while students are going to or coming from school and during or while going to or coming from a school sponsored activity.

## **Assembly Bill 1858 Active Shooter; Armed Assailant Incident**

AB1858 outlines the requirement to **protect students, staff, and visitors in the event of an active shooter; armed assailant incident**. This plan follows trauma-informed approach practices and establishes clear procedures for prevention, preparedness, response, and recovery. These measures align with the requirements of AB 1858 and promote a coordinated effort to ensure school safety, which includes the use of age-appropriate and developmentally appropriate content and terminology.

### **Prevention and Preparedness**

#### **1. Threat Assessment and Reporting**

- Utilize the Threat Assessment and Response Protocol through the Comprehensive School Threat Assessment Guidelines (CSTAG) to identify, evaluate, and address potential threats.
- Encourage students, staff, and the community to report suspicious behavior or threats via the Anonymous and Bully Reporting Form that can be accessed through the school website ([www.muesd.net](http://www.muesd.net)).
- Train staff in recognizing warning signs and escalating concerns appropriately.

## 2. Collaboration with Law Enforcement

- Partner with the Imperial County Sheriff's Office (ICSO) to develop, review, and practice active shooter response protocols.
- Conduct routine site assessments with ICSO to identify vulnerabilities and recommend safety enhancements.

## 3. Training and Drills

- Provide regular training for all school staff and students on active shooter scenarios, emphasizing the "Run, Hide, Fight" strategy.
- Schedule periodic lockdown drills, coordinated with ICSO and emergency services, to practice response procedures.
- **Advance Notification:** Provide at least a seven-day notice to all parents, guardians, teachers, administrators, and school personnel about the drills to prepare everyone involved and reduce anxiety.
- **Opt-Out Option:** Allow parent or guardian to opt-out their child from participating in the drill due to concerns regarding child's mental health.
- **Clear Communication:** Ensure announcements are made immediately before and after the drill indicating that it was a drill and NOT a real emergency.
- **Post Drill Support:** Provide contact information for community-based resources, including local organization focused on reducing gun violence and offering mental health counseling to support anyone who was negatively impacted by the drill.
- **Best Practices:** Regularly review and incorporate best practices for conducting these types of drills from the California Department of Education.

## 4. Facility Safety Enhancements

- Ensure secure entry points, functioning locks, public announcement system, and Raptor (emergency management system) throughout the campus.
- Install surveillance cameras, panic buttons, and other safety technologies as appropriate.

# Response Procedures

## 1. Immediate Actions During an Incident

- Upon identification of an active shooter:
  - a. Alert all staff and students using the Raptor (emergency management system).
  - b. Activate Lockdown, Standard Response Protocol: Lock, Lights, and Out of Site.
  - c. Run, Hide, Fight Strategy
    - Run: Evacuate quickly and safely in a direction away from the attacker
    - Hide: Where attacker can not get to you or see you (silence phones)
    - Fight: When necessary to defend yourself

## 2. Emergency Communications

- Establish direct communication with law enforcement and provide real-time updates about the situation.
- Keep parents and guardians informed through Parent Square, MUESD's communication platform, emphasizing accurate and timely updates.

### 3. Reunification Plan

- Activate MUESD’s Standard Reunification Method to allocate students to their safe location for reunifying them with parents or guardians after the incident.
- Maintain updated emergency contact information to facilitate a smooth reunification process.

## Recovery and Support

### 1. Post-Incident Counseling

- MUESD will offer trauma-informed counseling and support services to students, staff, and families affected by the incident.
- MUESD will provide resources for long-term emotional and psychological recovery.

### 2. Debrief and Evaluation

- Conduct a thorough review of the incident, involving staff, law enforcement, and other stakeholders to assess response effectiveness.
- Update the active shooter response protocols based on lessons learned and feedback.

### 3. Communication with the School Community

- Maintain transparency about the incident while respecting confidentiality and ongoing investigations.
- Reinforce the school’s commitment to safety and provide updates on any changes to safety protocols.

## Annual Review and Updates

The active shooter response plan will be reviewed and updated annually as part of the Comprehensive School Safety Plan. Input will be sought from school personnel, Imperial County Sherriff’s Office, parents, and other community partners to ensure continued relevance and effectiveness.

## Assembly Bill 2887 Emergency Medical Services

AB2887 outlines the requirement for **emergency medical services (EMS)** procedures in the event of a medical crisis at school, including the provision of care, transportation, and coordination with local EMS teams. The law emphasizes timely response and adherence to the established medical protocol to ensure student health and safety during emergencies.

### Medical Emergency Response Protocol

In the event of a medical emergency, the following procedures will be followed:

- **Immediate Action:** School personnel must assess the situation and determine the severity of the medical issue. If the situation is life-threatening 911 will be called immediately.
- **Notification of Emergency Medical Services (EMS):** In compliance with AB2887, EMS will be contacted for transport and advanced medical care. The school will provide the student’s medical history and any relevant information to EMS upon arrival.
- **On-Site Medical Care:** The school’s nurse or designated medical staff will provide basic first aid and life-saving interventions until EMS arrives, as required under AB 2887 guidelines.

## **Coordination with EMS**

The school will maintain an up-to-date contact list of local emergency medical providers and ensure that all school staff are trained in recognizing medical emergencies and the appropriate steps to take in coordination with EMS. Additionally, a liaison will be designated to facilitate communication between school personnel and EMS upon their arrival.

## **Staff Training and Drills**

All school staff will undergo annual training in:

- Basic first aid and CPR certification (two-year certification including the use of AED equipment, Narcan and EpiPen administration)
- Emergency response procedures for medical crises, including the activation of EMS protocols as outlined in AB 2887
- Regular drills will be conducted to ensure readiness for medical emergencies and to familiarize staff with the school's emergency response roles.

## **Medical Emergency Equipment**

The following basic medical equipment will be available on-site:

- **First Aid Kits:** Stocked with basic medical supplies such as bandages, antiseptics, gloves, etc.
- **Automated External Defibrillators (AEDs):** Located in the Corfman Gym, Corfman MPR, McCabe MPR, McCabe Front Office for use in case of a cardiac emergency.
- **Emergency Medical Records:** Available to EMS responders containing relevant student medical information, if applicable.

## **Communication Plan**

In the event of a medical emergency, the following communication steps will be followed:

- **Internal Notification:** The school office will immediately notify the appropriate personnel, including medical staff and administrators.
- **External Notification:** The school will call EMS and provide them with relevant information, including the student's medical history and the situation at hand.
- **Parent/Guardian Notification:** Parents or guardians will be contacted as soon as possible to inform them of the situation and the steps being taken.

## **Plan Review and Evaluation**

The school will conduct an annual review of its medical emergency procedures, including staff training, equipment checks, and communication protocols. Any necessary updates will be made to ensure full compliance with AB2887 and to improve emergency response effectiveness.

## **Documentation and Compliance**

All training certifications, drill logs, and emergency response records will be kept on file to demonstrate compliance with AB2887 and ensure the school is prepared to handle medical emergencies efficiently.

## **Senate Bill 153 Emergency Instructional Continuity Plan**

SB 153 outlines the requirements to integrate the **Instructional Continuity Plan (ICP)** into the Comprehensive School Safety Plan. The ICP's purpose is to ensure uninterrupted education during emergencies, such as natural disasters or public health crises. The goal is to ensure all students have equitable access to learning resources, maintain academic progress, support student well-being, and meet state compliance standards through alternative methods. Within five days of school closure, communication will be established with all families. Instructional services will be provided within 10 days of school closure.

### **Emergency Learning Continuity Plan**

#### **Strategies**

##### **Technology Access:**

- Provide technology devices such as Chromebooks, headphones, iPads and internet hotspots for students without home access.
- Establish a technology helpline for troubleshooting and support.
- Adobe electronic software for secure and digital signatures for student attendance, student engagement documentation, and all other district documents requiring parent or staff signatures.

##### **Instructional Continuity:**

- Develop and distribute digital and paper-based learning materials including textbooks, workbooks, consumables, instructional packets, etc.
- Utilize the core curriculum in district adopted ELA, Math, History, and Science including the curriculums' web-based digital platforms.
- Train teachers in delivering high-quality remote instruction using district-approved platforms.
- Utilize an adaptive comprehensive assessment and intervention program that provides student academic performance data for teachers such as i-Ready, for differentiated support and progress monitoring.

##### **Specialized Support:**

- Collaborate with special education staff to adapt IEPs for remote learning.
- Support English Learners with online academic supports and services that utilize ELD strategies, including ELD designated services via Zoom.

## **Attendance and Student Engagement**

**Objective:** To monitor and support consistent student attendance and re-engage disconnected learners during emergencies.

## **Strategies**

### **Attendance Tracking:**

- Utilize Aeries, student information system, to record daily attendance during virtual learning.
- Implement weekly engagement logs to identify at-risk students.
- Identify appropriate attendance coding such as for synchronous and asynchronous attendance.
- Aeries will capture parent/student contact records, the method and frequency of communication, and student engagement.

### **Intervention and Outreach:**

- Assign staff to contact families of chronically absent students.
- Coordinate with community organizations to support families facing housing, food, or health challenges.
- Analyze weekly reports to identify attendance trends and gaps.

## **Equity and Accessibility**

**Objective:** To provide resources and support for all students, with a focus on underserved populations.

### **Strategies**

- Ensure meal services are accessible through pick-up or delivery options.
- Create language-accessible communication for families in multiple languages.
- Partner with local nonprofits to provide additional support for foster youth, low-income students, and families in need.
- For students who are foster youth or experiencing homelessness, the Foster Youth Liaison and McKinney-Vento Liaison will ensure that the necessary tools and skills are available to be successful during remote learning.

## **Mental Health and Social-Emotional Support**

**Objective:** To address the emotional and mental health needs of students and staff during emergencies.

### **Strategies:**

- Provide telehealth counseling services.
- Implement social-emotional learning (SEL) lessons weekly through the Leader in Me curriculum
- Develop a peer-support program to encourage student-to-student connection.

### **Crisis Protocols:**

- Provide hotline information for immediate mental health assistance.

- Provide staff with mental health first aid training.

## **Stakeholder Coordination and Accountability**

**Objective:** To ensure the Learning Continuity and Attendance Plan reflects the community's needs and is regularly reviewed.

**Strategies:**

- Host quarterly forums with parents, students, and staff to review and adjust plans.
- Work with local public health and emergency services to align safety and learning continuity measures.
- Submit annual updates on the Learning Continuity Plan to the school board for approval.

**Evaluation Plan:**

- Success will be measured by metrics such as attendance rates, student participation in remote learning, and feedback from families.
- An annual review will be conducted to update protocols based on lessons learned and stakeholder input.

## **Senate Bill 98 Immigration Enforcement Notification Procedures**

In the event that immigration enforcement officers are confirmed to be present on or near school property, the school administrator or designee will immediately notify parents/guardians and staff through the district's communication system. Notification will include the date, time, and general location of the enforcement activity and clarify that student learning will continue without interruption. No personally identifiable student information will be shared unless required by a valid judicial warrant. The principal or designee will document the occurrence and inform the district office.