

San Pasqual Valley Unified School District

Route 1, 676 Baseline Road

Winterhaven, CA 92283

760-572-0222

COMPREHENSIVE SAFETY PLAN

Richard Cordero, Superintendent

Tamy Durham, Elementary School Principal

Erin Grande, Middle School Principal

Johna Meek, Director of Special Education

Anastasia Noriega, High School Principal

A meeting for public input was held on April 9, 2025

Plan Revised: April 16, 2025

Plan approved by San Pasqual Valley Governing Board on June 24, 2025

This document is available for public inspection during regular business hours at the San Pasqual Valley Unified School District Office between 7:30 am and 4:00 pm Monday to Friday

San Pasqual Valley Unified School District
Comprehensive Safety Plan - Signature Page
2024-2025 to 2025-2026

The undersigned members of the District Indian Parent Advisory Committee, Migrant/District English Learner Advisory Committee, San Pasqual Teachers Association, California School Employees Association, SPVUSD Management, Quechan Tribe, and the School Resource Officer have reviewed and supported this plan.

Richard Cordero, Superintendent
Amanda Beck, SPTA Representative
Adina Alvarez, CSEA Representative
Adina Alvarez, DIPAC Representative
Jaquelin Rodriguez, MPAC/DELAC Representative
Mike Mistriel, Lieutenant ICSO
Tamy Durham, Elementary School Principal
Erin Grande, Middle School Principal
Anastasia Noriega, High School Principal
Johna Meek, Director of Special Education
Jorge Munoz, Director of Facilities and Operations
Quechan Police Department

School District Vision

Honoring the past as we prepare our students for the future.

School District Mission

The mission of the San Pasqual Valley Unified School District is to provide all students with a diverse comprehensive education, which provides a foundation for success through high quality teaching learning.

COMPREHENSIVE SAFETY PLAN PURPOSE (BP/AR 0450)

The California Education Code (sections 32280 – 32299) outlines the requirements of all schools operating any kindergarten and any grades 1-12, inclusive, to write and develop a school safety plan relevant to the needs and resources of their particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

Comprehensive Safety Plans are required under SB 719 and AB 115 and contains the following elements:

1. Child abuse reporting procedures
2. Disaster procedures
3. Earthquake Emergency Procedures
4. Procedures to allow for mass care or welfare shelters
5. Suspension and Expulsion policies
6. Procedures to notify teachers of dangerous pupils
7. Discrimination and harassment policies
8. Dress code policies
9. Procedures for safe ingress and egress
10. Access to the school campus (visitors)
11. Rules and procedures on school discipline
12. Hate crime reporting procedures

The Comprehensive Safety Plan will be reviewed and updated annually.

A copy of the Comprehensive Safety Plan is available for review on the District website (www.spvUSD.org) and the District Office.

*Board policies (BP) and Administrative Regulations (AR) referenced in headers throughout this document can be found on the District's Website www.spvUSD.org>school board>Simbli Board Management online (<https://simbli.eboardsolutions.com/index.aspx?S=36030426>)

California Education Code (EC) references can be found on the State of California's website.

ASSESSMENT OF DISTRICT SAFETY

Student safety is the top priority of the San Pasqual Valley Unified School District team and stakeholders. Data regarding safety is reviewed on a regular basis to identify trends and or safety needs in the District. Solutions are sought based on need and proactive strategies are utilized to avoid potentially dangerous situations and maximize student learning opportunities. Data from the California School Dashboard, Dataquest, parent advisory committees, and analysis of local data are used to make ongoing decisions.

- Suspension, Expulsion, and Disciplinary Incidents

Disciplinary Incidents

Suspension

Dashboard, Suspension Rate, 2024

District 8.5%

ES 3.6%

MS 8.3%

HS 15.7%P

Expulsion and Stipulated Suspended Expulsion

Per DataQuest there are no reported suspensions or expulsions in 2023-2024

Chronic Absenteeism Rates

Elementary 35.8%

Middle School 28.7%

High School 24.9%

State of California is 20.4%

Imperial County is 23.5%

SPVUSD is 27.9%

District Prevention, Intervention, and Law Enforcement

San Pasqual Valley Unified School District takes a multi-tiered approach to student well-being and safety, emphasizing proactive measures, targeted interventions, and collaboration with law enforcement agencies.

Prevention and School-wide Supports

The district implements a consistent, structured approach to student behavior and well-being, ensuring a safe and supportive learning environment. Key elements include:

- **Classroom Management and Behavior Expectations:** All schools follow the **Rule of 5** classroom management system, alongside school-wide behavior expectations and a uniform behavior matrix as part of our Positive Behavioral Interventions and Supports (PBIS) framework. In addition, teachers routinely use restorative practices (e.g. circles; social contracts) to build community in the classroom.
- **Social-Emotional Learning (SEL) and Counseling Services:** The district's counseling team, located at each school site, provides comprehensive SEL support through:
 - **One-minute meetings** to check in with students.
 - **Classroom SEL lessons** on key topics.
 - **Group and individual counseling sessions** to address student needs.
- **Mental Health Support:** School-based mental health specialist and CHAT therapists offer more intensive interventions, including regular therapy sessions and crisis response when needed.

Intervention and Crisis Response

For students requiring additional behavioral and emotional support, the district employs targeted intervention strategies, ensuring at-risk students receive the help they need before situations escalate. Staff are trained to identify early warning signs and refer students to appropriate services.

Collaboration with Law Enforcement

The district maintains strong partnerships with local law enforcement agencies to enhance campus safety and emergency preparedness. Quarterly meetings with the **Imperial County Sheriff's Office** and the **Quechan Police Department** ensure:

- Open lines of communication.
- A coordinated and uniform response to safety concerns.
- Ongoing assessment of district security needs.

Following the district's transition from a School Resource Officer (SRO) model to additional campus security personnel, these partnerships remain essential in maintaining a secure learning environment.

Through this multi-tiered approach, San Pasqual Valley USD prioritizes proactive support, early intervention, and strong law enforcement collaboration to create a safe and positive school community.

California Healthy Kids Survey

- District-wide the California Healthy Kids Survey is administered annually to students in grades 5, 7, 8, 9-12. The data is analyzed and shared as part of the district's mandated Local Indicator Report on the California School Dashboard. The results are used to improve the district and school climate and culture with a focus on school safety, teacher/student connections, and student mental health.

STRATEGIES/PROGRAMS TO PROVIDE AND MAINTAIN A HIGH LEVEL OF SAFETY (EC 32281(A)1, ITEMS A-O)

It is a priority in the San Pasqual Valley Unified School District every student enrolled be provided with a safe, caring, and positive environment in all settings of the school sites and the district. Sites have developed several activities which promote a safe and positive school environment. Programs such as PBIS, Peace Builders, Student Success Teams, After School Education and Safety (ASES), Safe School Ambassadors all support our endeavor to maintain and improve our safe school environment.

Administration, teachers, and staff strive to provide an orderly, caring, and fair learning environment where students feel connected to school and feel that the adults care about them. SPVUSD wants all students to feel safe, valued, and proud of their accomplishments.

SPVUSD continuously trains students and staff in the use of the Standard Response Protocol (SRP), ALICE protocols and Catapult communication tool for violent or critical incidents.

Standard Response Protocol (SRP) Components

San Pasqual Valley Unified School District follows the **Standard Response Protocol (SRP)** to ensure a uniform, clear, and effective response to various emergencies. The SRP consists of the following five key actions:

1. **Hold – "In Your Room or Area. Clear the Halls."**
 - Used for situations requiring students and staff to remain inside their classrooms or designated areas.
 - Example: Hallway disturbances or medical emergencies.

2. **Secure – "Get Inside. Lock Outside Doors."**
 - Called when a potential threat is outside the school.
 - All exterior doors are locked, but normal activities continue inside.
 - Example: Police activity in the neighborhood.
3. **Lockdown – "Locks, Lights, Out of Sight."**
 - Initiated when there is an immediate threat **inside** or near the school.
 - Classroom doors are locked, lights are turned off, and students remain quiet and out of sight.
 - Example: An intruder on campus.
4. **Evacuate – "To a Location."**
 - Used when it is safer to move students and staff to a different location.
 - Example: Fire or gas leak.
5. **Shelter – "For a Hazard Using a Safety Strategy."**
 - Implemented during environmental hazards, such as earthquakes or hazardous material spills.
 - Specific safety strategies are followed based on the threat.
 - Example: "Drop, Cover, and Hold On" for an earthquake.

These standardized actions provide a **clear, predictable** framework for responding to emergencies, ensuring that students and staff are well-prepared to act swiftly and safely.

ALICE Protocol Components

San Pasqual Valley Unified School District follows the **ALICE** protocol to enhance emergency preparedness and response to violent threats, such as an active shooter. ALICE stands for:

1. **Alert** – Recognize the threat and communicate using clear, concise information.
 - Example: "There is an intruder in the main office. Evacuate if possible."
2. **Lockdown** – Secure and barricade doors to prevent entry.
 - Example: Lock the door, turn off lights, and use furniture to block access.
3. **Inform** – Provide real-time updates to staff and students when possible.
 - Example: If safe, use intercoms or other communication tools to share the intruder's location.
4. **Counter** – As a last resort, disrupt the attack by creating noise, movement, or using objects to defend.
 - Example: Throwing items or physically engaging if no other option exists.
5. **Evacuate** – If safe, leave the area and move to a secure location.
 - Example: Running out of a building when there is a clear escape route.

This proactive approach empowers staff and students to **assess their situation and respond dynamically** to increase survival chances during a violent incident.

Catapult EMS Communication Tool Components

San Pasqual Valley Unified School District utilizes **Catapult EMS** as its primary emergency communication and response tool. The key components include:

1. **Emergency Alerts** – Staff can quickly **initiate** and **receive real-time alerts** for incidents such as lockdowns, evacuations, and medical emergencies.
2. **Staff Accountability** – During an emergency, staff can **check in**, report their location, and account for students, ensuring accurate headcounts.
3. **Real-time Messaging** – Secure two-way **communication** allows staff, administrators, and emergency responders to share updates and instructions instantly.
4. **Incident Reporting** – Staff can **report safety concerns** (e.g., bullying, threats, suspicious activity) directly through the system for administrative review.
5. **Integration with Law Enforcement** – Enables **direct communication with local law enforcement**, ensuring a coordinated response in critical situations.

Catapult EMS enhances **safety, accountability, and response efficiency**, ensuring clear and immediate communication during emergencies.

Practice is held through the year in accordance with California Law, fire drills and earthquake drills are practiced monthly at each site.

CHILD ABUSE REPORTING PROCEDURES (BP/AR 5141.4, 5141.41)

With the passage of [AB 1432](#) in September 2014, all school districts, county offices of education, and charter schools are required to annually train, using the [online training module](#) provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in [Penal Code 11165.7](#), on the mandated reporting requirements. All staff members in San Pasqual Valley Unified School District are required to **annually** complete an online mandated reporter training offered through the JPA Learning Library. This training is completed by September 30 of each year or within 60 days of employment. Child Abuse Reporting Requirements (BP 5141.4 and PC 11165.7) - Mandated reporters defined as any child care custodian, health practitioner, employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment who s/he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

ALL EMPLOYEES OF A SCHOOL DISTRICT ARE MANDATED REPORTERS UNDER THE LAW.



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

Print Form

Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY			
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL		
	OFFICIAL CONTACTED - NAME AND TITLE			TELEPHONE		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>
	ADDRESS Street City Zip			TELEPHONE		
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D. INVOLVED PARTIES	VICTIM'S SIBLINGS					
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME
	1. _____					3. _____
	2. _____					4. _____
	VICTIM'S PARENTS/GUARDIANS					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE	
	SUSPECT					
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>	
ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE		
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>	
ADDRESS Street City Zip		HOME PHONE		TELEPHONE		
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)					

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

Life Threatening Emergencies or Need for Immediate Help

- Call 911
- Stay calm
- State your emergency
- Give your name and the school address:
676 Baseline Road, Winterhaven, CA 92283
- Listen to the directions of the 911 communications center
- Be prepared to answer questions clearly and as accurately as possible
- Remain on the telephone.
- DO NOT hang up until the dispatcher says that you may.
- Notify Site Administration and the Superintendent or designee immediately after hanging up.

Bomb Threat

- Notify the site and Superintendent or designee immediately if you receive or hear of a threat.
- District/Site Safety Team will send out an incident report with directions to all staff via the Catapult EMS system and call 911 for further instructions.
- Staff will be updated on a regular basis via Catapult when further direction is received from law enforcement/emergency personnel and staff will be notified whether to lock down, evacuate or shelter in place.
- If staff and students need to be moved to a rally point that is not on campus, it will be done so in accordance with the evacuation protocol in place.
- Never touch or move any suspicious objects.
- Report your location via Catapult.
- When it is safe to do so, the “all clear” will be given via Catapult.

Chemical Accident, Gas Leak, Fuel Spill

- Immediately notify the site supervisor and Superintendent or designee.
- Call 911 to report the nature of the crisis.
- District/Site Safety Team will send out an incident report with directions to all staff via the Catapult EMS system.
- Staff will be updated on a regular basis via Catapult when further direction is received from law enforcement/emergency personnel and staff will be notified whether to lock down, evacuate, or shelter in place.
- Notify Site/District safety team if first aid is needed by anyone.
- If staff and students need to be moved to a rally point that is not on campus, it will be done so in accordance with the evacuation protocol in place.
- If fuel spills in excess of 42 gallons, the Superintendent or designee will notify the State Office of Emergency Services (800) 852-7550.

Earthquake

- Follow the “Duck, Cover, and Hold” protocol.
- At the cessation of the earthquake tremor, assess the situation and prepare to evacuate if safe to do so.
- Remain in buildings until need of evacuation is considered necessary and you are notified via Catapult EMS or other means to evacuate.
- If light is needed be sure to use flashlights rather than candles, matches, or other open flames.
- When safe to evacuate, stay clear of fallen wires and damaged structures.

- Station a responsible adult near buildings to keep people at a safe distance from structures.
- After checking in on Catapult, and alternate attendance check, the names of the missing or injured staff and students will be reported to administration.
- Custodians, school nurse/healthcare assistants, office staff, and members of “Search and Rescue Teams” will report to assigned locations.
- Director of Facilities and Operations will close down main gas and water valves, if necessary.
- Director of Facilities and Operations, grounds, and custodians will survey and report damage to the Superintendent/Site Administration.
- Call 911 or other public agencies and notify them of locations, emergency situations, and needs.

Fire

- If you smell smoke or see a fire, notify your site Supervisor and Superintendent or designee immediately.
- Call 911 if you see a fire.
- Upon hearing the fire alarm/bell and/or Catapult EMS alert, evacuate the buildings using the fire evacuation procedure and proceed to the nearest rally point.
- Check your students using the Catapult EMS or alternate attendance system.
- School nurse or designated staff member trained in first aid shall report any injuries to administration and administer first aid.
- District personnel will survey and report any damage to administration.
- Administration will determine when, and if, it is safe to reenter the buildings.
- Staff will be notified via Catapult EMS, or alternate system, regarding further directions.

Flood

- Staff and students will remain in the buildings until further instructions are issued via Catapult EMS, or alternate system.
- Staff and students who are outdoors will immediately report to the nearest classroom.
- Staff will be given updates via Catapult EMS and can use battery-powered radios, if available, tuned to local stations and follow emergency instructions that do not conflict with District instructions.
- Director of Facilities and Operations will shut off all utilities at main power and close the main gas and water valves.
- Move computers and other electronic equipment to a higher location.
- Evacuate to the rally point or assigned location when directed to do so.

Violent Critical Incident

- All staff will be notified via Catapult EMS, or alternate system, that there is an incident occurring on campus.
- Staff will evacuate or lockdown based on the situation.
- Evacuate
 - Should be the first consideration.
 - If safe to do so, self-evacuate to a safe location.
 - Have an escape route and plan in mind even if it means breaking a window or jumping from a building.
 - Listen for directions.
 - During a police evacuation, listen for directions, keep hands empty and visible.
 - Call 911 as soon as safely possible.
 - Staff report status via Catapult EMS, or alternate system.

- Staff take student attendance and note time via Catapult EMS, or alternate system.
- **Lockdown**
 - Lock doors, turn lights off, and stay out of sight
 - Barricade entry points into your area by stacking desks, tables, chairs and other objects in front of doors and windows
 - Be silent, place phone in silence mode, turn off radio
 - Staff will be provided with additional information via Catapult EMS, or alternate system as soon as information is available
 - Move to a location away from the door
 - Get behind cover if possible
 - Assess for possible avenues of escape
 - Assess for possible defensive tactics (Counter and/or Swarm (grades 6-12))
 - When safe to do so, report status via Catapult EMS, or alternate system
 - When safe to do so, take student attendance and note time via Catapult EMS, or alternate system.

Emergency Procedures for Students with Special Needs

Procedures for students with special needs may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:

- a. A wheelchair daily
- b. Specialized equipment
- c. Physical assistance to evacuate in a timely manner.

Each plan requires that support staff be designated as specialized assistants during times of emergency.

The Director of Special Education is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(Identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

OATH or AFFIRMATION

San Pasqual Valley Unified School District – Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with the District, employees shall take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all District employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law. (Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

San Pasqual Valley Unified School District - Board Policy (BP1330.1 AND EC 32282)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

2024-2025 through 2025-2026
SAN PASQUAL VALLEY UNIFIED
SCHOOL DISTRICT
EMERGENCY PLAN

Governing Board

Cody Hartt, President
Angelo Derma, Vice President
Sofia Dominquez, Clerk
Karla Delgadillo, Trustee
Keahna Owl, Trustee

KEY DISTRICT EMERGENCY NUMBERS

Superintendent's Office	760-572-0222	ext. 2401
Child Nutrition	760-572-0222	ext. 2170
Information Technology Services	760-572-0222	ext. 2505
Facilities and Operations	760-572-0222	ext. 2406
Special Education	760-572-0222	ext. 2502
Transportation	760-572-0222	ext. 2412

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
Imperial County Sheriff's Office		442-265-2021
Quechan Police Department		760-572-2933
California Highway Patrol		760-572-0294
FIRE		Phone
Imperial County Fire Department		442-265-6000
HOSPITALS	Address	Phone
Onvida Health	2400 South Avenue A, Yuma, AZ 85364	928-344-2000
El Centro Regional Medical Center	1415 Ross Avenue, El Centro, CA 92243	760-339-7100
Ft. Yuma Indian Health Services Health	401 Picacho Road, Winterhaven, CA 92283	760-572-4100 866-896-1585
OTHER SERVICES		
Air Pollution		760-482-4606
Animal Control		760-339-6291
Poison Control		800-222-1222
Power Failure		760-572-0666
Road Conditions		1-800-427- 7623
Street or Storm Drain Problems		760-572-5444
Traffic		760-572-0294

UTILITIES AND SHUT-OFF LOCATIONS

Water shut-off for the entire district: West of the football field by entrance and on the north side of the cafeteria. Since the water lines loop around our district, we need to shut-off water in two locations.

Gas shut-off for the entire district: We do not have natural gas. The shut-off valve for the propane tank at the cafeteria is located in the line coming out of the tank itself (north of the cafeteria by trash cans).

Electric shut-off: each location has their individual breaker. However, the main gearboxes control the electricity going into these buildings. These gearboxes are located in the following locations.

District Office: Gearbox is located southeast of district office

Elementary School: Gearbox is located north of ES office, behind Principal's office.
Gearbox for pre-k area is located south of the pre-k building.

Middle School: Gearbox is located north of the Special Education office.

High School: Gearbox is located south of HS office by library.

DISTRICT ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	E-mail
Superintendent	Richard Cordero	760-572-0222 ext. 2401	Rcordero@spvUSD.org
Chief Business Officer	Kish Curtis	760-572-0222 ext. 2404	kcurtis@spvUSD.org
Director of Human Resources	Alina Sanchez Loera	760-572-0222 ext. 2405	asanchez@spvUSD.org
Director of Facilities and Operations / Transportation	Jorge Munoz	760-572-0222 ext. 2406	jmunoz@spvUSD.org
Director of IT	Daniel Paz	760-572-0222 ext. 2505	dpaz@spvUSD.org
Cafeteria Manager	Stacey Garcia	760-572-0222 ext. 2170	sgarcia@spvUSD.org

SITE LEADERS PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	EMAIL
Elementary/Preschool Principal	Tamy Durham	760-572-0222 ext. 2102	tdurham@spvsud.org
Middle School/CDS Principal	Erin Grande	760-572-0222 ext. 2202	egrande@spvusd.org
High School Principal	Anastasia Noriega	760-572-0222 ext. 2302	anoriega@spvusd.org
Bill M. Manes/ Adult Education Principal	Richard Cordero	760-572-0222 ext. 2401	Rcordero@spvusd.org

SITUATIONAL COMMUNICATION PLANS

911 Calls	<ul style="list-style-type: none"> When placing a 911 call: give your name, school name, and school address Give specific location of shooter, intruder, fire, hazardous material or other emergency Indicate location of incident command post
Mass Notification to Parents	<p><u>During an emergency:</u></p> <p>The District/Site will send out notifications to parents and/or community members via Social Media and/or Parent Link.</p> <p>The District/Site will send out notifications to staff and the Board of Trustees via email and Catapult EMS.</p>
	<p><u>After an emergency:</u></p> <ul style="list-style-type: none"> The District/Site will send out notifications to parents and/or community members via Social Media and/or Parent Link. · The District/Site will send out notifications to staff via email and Catapult EMS. The District/Site will send a letter regarding the incident to all parents and community members.

Plan Purpose and Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (see below). To comply with these requirements, the San Pasqual Valley Unified School District has adopted the Standardized Emergency Management System (SEMS) developed by the State of California as the template for responding to emergencies. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. Its primary objectives are to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to ensure the efficient and safe evacuation of the school building if necessary.

The Katz Act [*California Education Code*, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [*California Government Code*, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into district plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises to practice using the systems.

California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all district personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

Plan Organization

This plan identifies the school's emergency response teams and defines the roles and responsibilities of team members. The plan also provides emergency response procedures for seventeen types of emergencies that may be encountered in a school setting. These are: aircraft crash, aircraft landing, animal disturbance, armed assault on campus, biological or chemical release, bomb threat/threat of violence, bus disaster, disorderly conduct, earthquake, explosion/risk of explosion, fire in surrounding area, fire on school grounds, flooding, loss or failure of utilities, motor vehicle crash, psychological trauma, suspected contamination of food or water, and unlawful demonstration/walkout.

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response using standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. See page 24 for the Incident Command System chart. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the Superintendent and/or the Director of Facilities and Operations.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Chief supervises five teams: Security/Search & Rescue, Medical/Morgue, Student Care and Supervision, Student Release and Crisis Response. This function is typically filled by the Technology Director.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander. This function is typically filled by the Executive Assistant to the Superintendent.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders. The Logistics Chief supervises the Food Services, Supplies/Facilities, Staffing, and Communications teams. This function is typically filled by the Transportation Lead.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander. This function is typically filled by the CBO.

For Immediate Assistance 9-1-1

Preparedness

Retaining Students During a Disaster

It shall be the policy of San Pasqual Valley Unified School District to hold all students during a disaster until clearance for their dismissal has been obtained from the administration office, or until picked up by a parent, legal guardian, or appropriately authorized individual.

According to civil defense authorities, school buildings, as a rule, represent more solid and safe construction than most homes or other dwellings. In addition, school grounds provide large clear and unobstructed areas for evacuation.

Release of Students

Students will be released during a disaster, occurring during the regular school day, only if their parents, legal guardians, or a previously designated adult comes to the school personally to pick them up.

The fact that parents know where their children are, that they are under supervision, and that precautions for their safety will be observed should help to prevent panic and confusion.

Participation in Drills

How one reacts in emergencies will depend largely on how well one has been trained to react. Therefore, frequent instruction and practice is important so that all involved react automatically to emergency signals and situations.

The Education Code of the State of California provides that the system of drills in the area of Civil Defense Preparedness and Fire, once adopted by a Board of Education, becomes a requirement for all students.

All occupants of the school site, including teachers, administrators, classified employees, and other adults or children must leave the school's buildings during a drill. Students are to leave the buildings in an orderly and rapid manner.

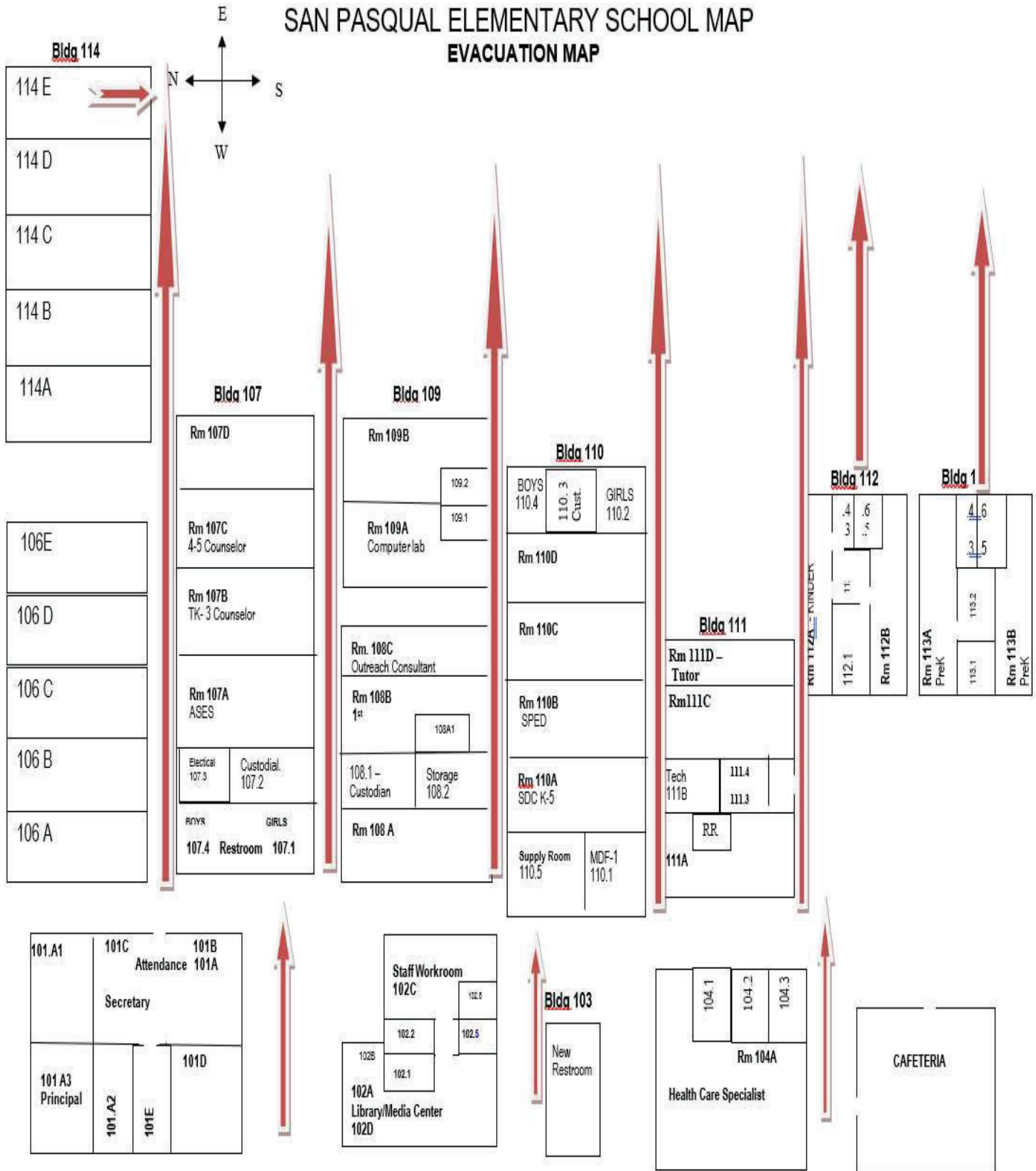
Signal Devices

PA system, Catapult application and messages, e-mails, megaphone, whistle, or messenger may serve as a signaling device.

Emergencies during Breaks

In the event of an emergency during the passing period, nutrition break, or lunch period, students should go the nearest classroom or building, if a safe option. Otherwise, staff and students should proceed away from the emergency situation.

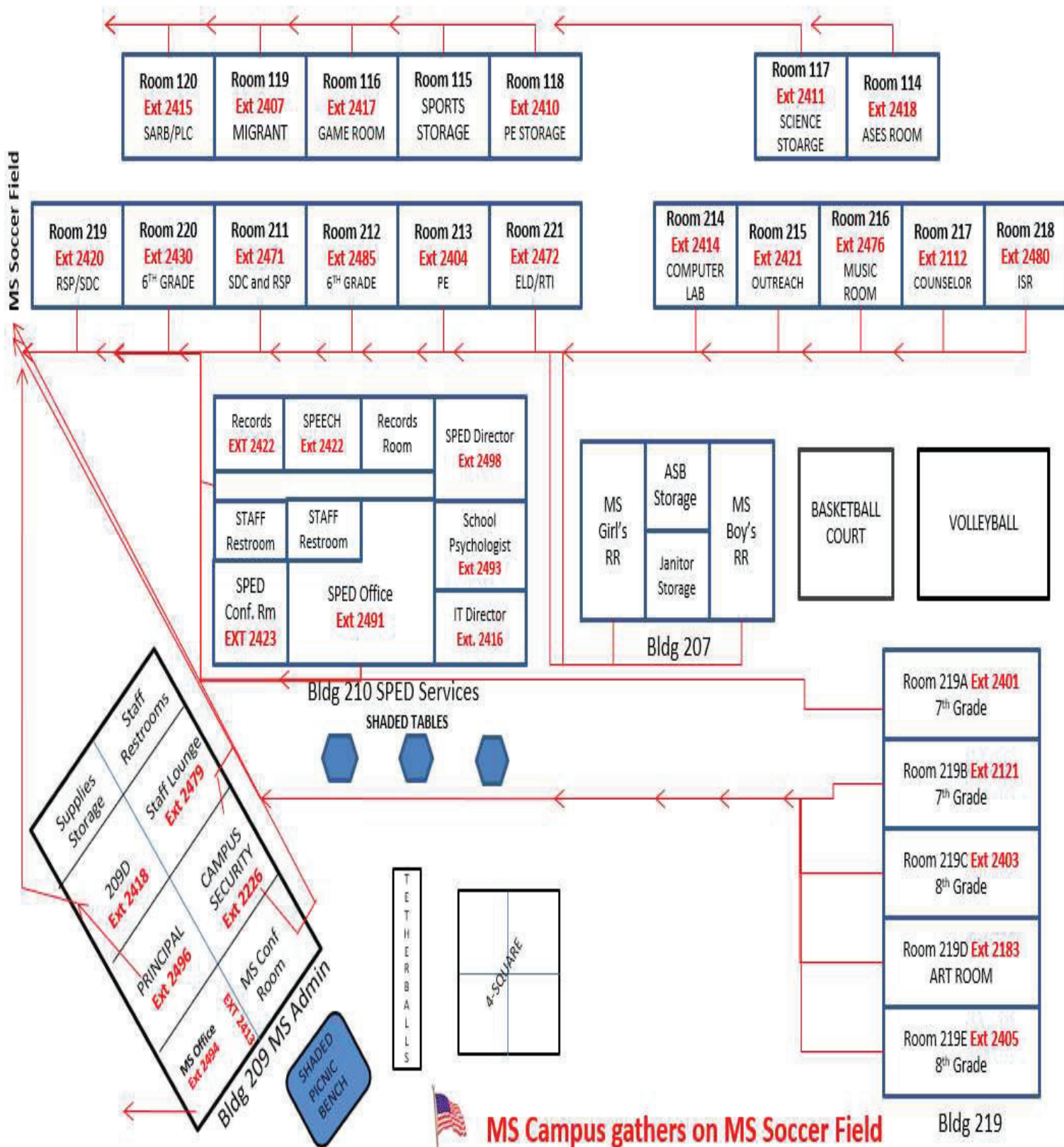
SAN PASQUAL ELEMENTARY SCHOOL MAP EVACUATION MAP



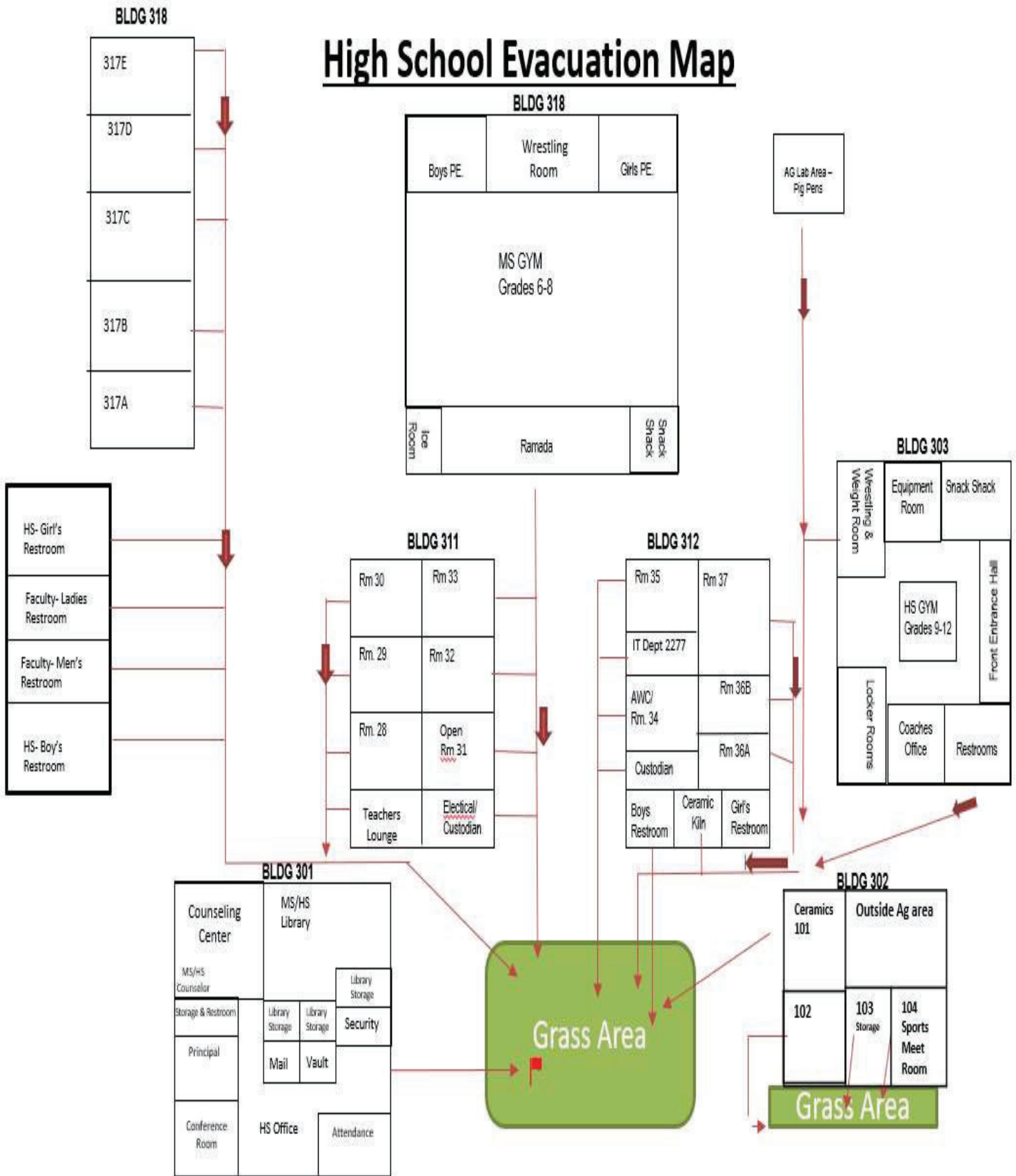
**MS CAMPUS GATHERS
ON MS SOCCER FIELD**

San Pasqual Valley Middle School

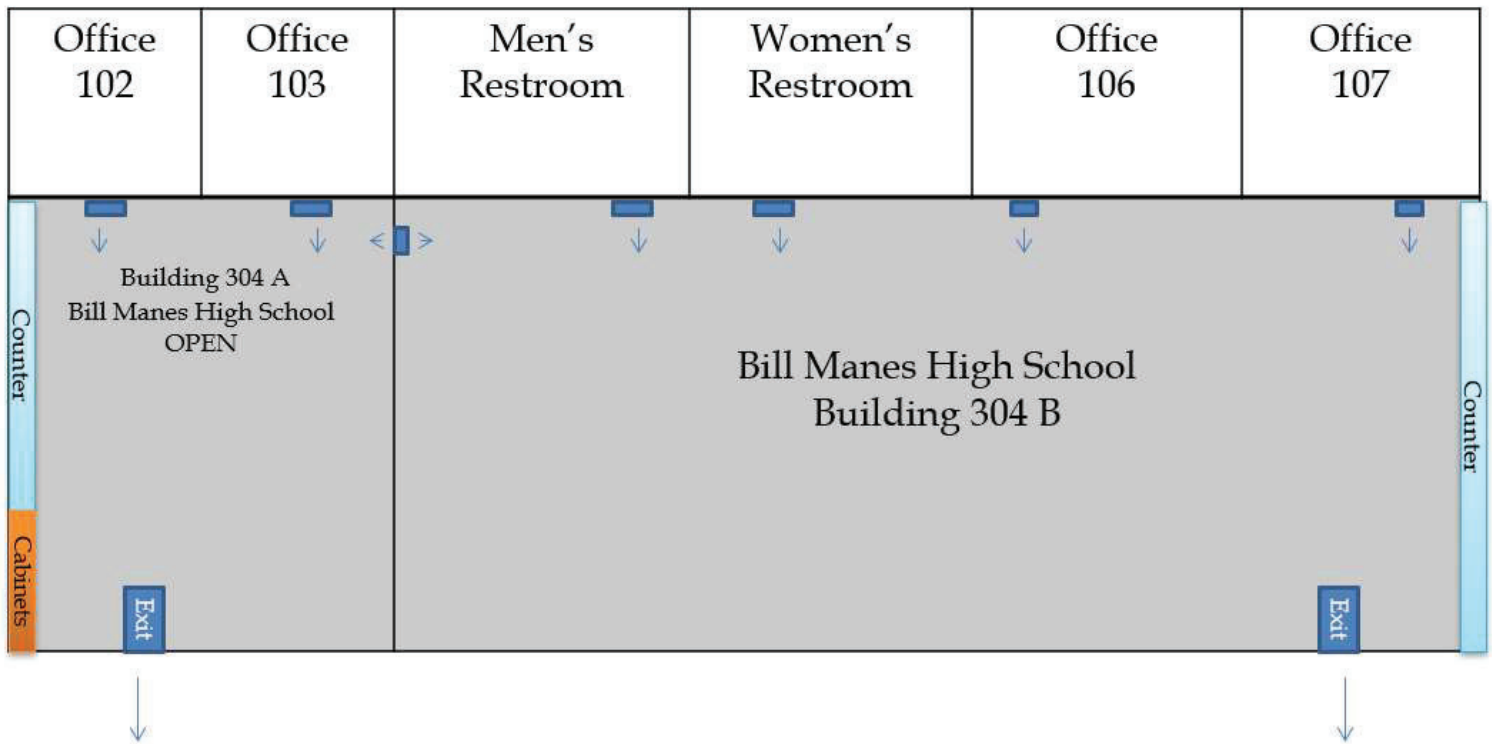
Evacuation Map



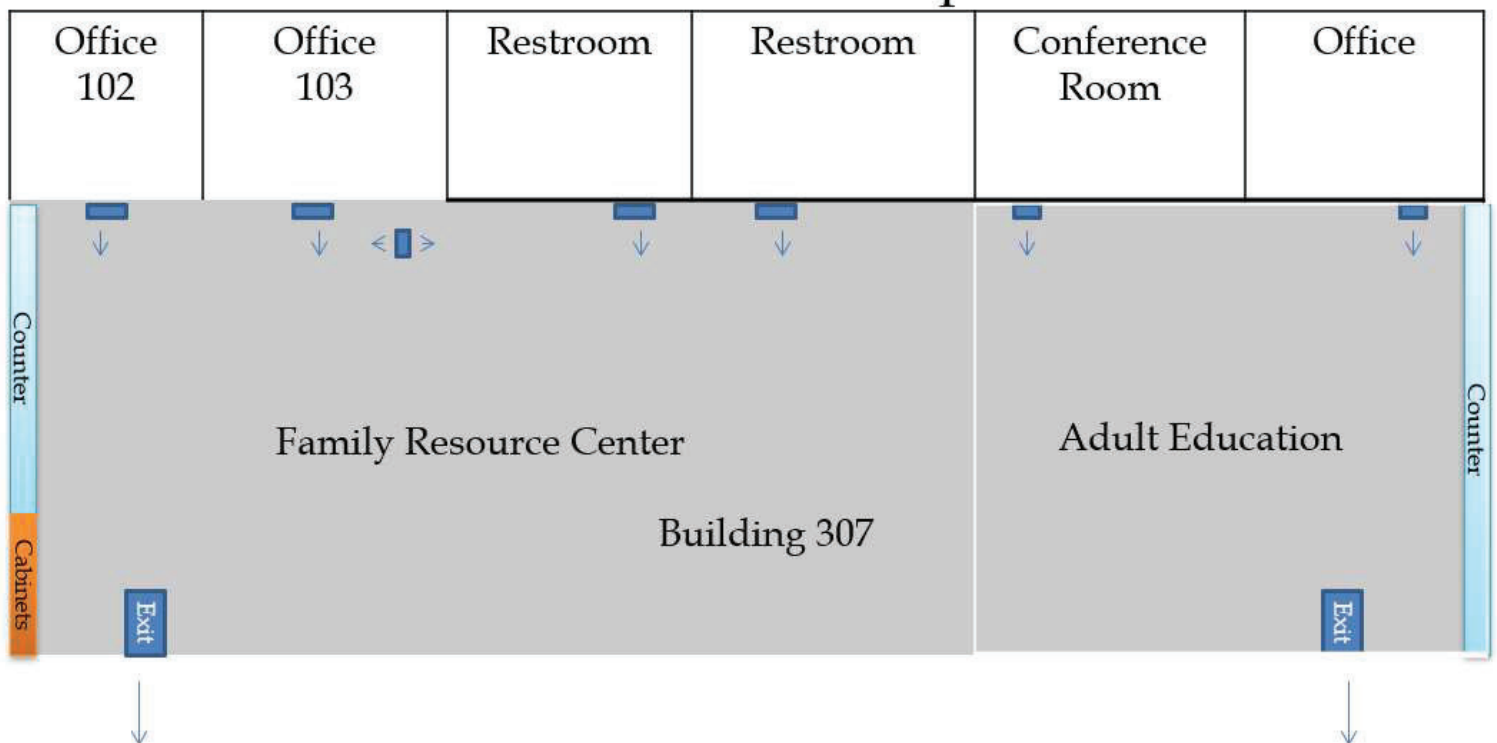
High School Evacuation Map



Bill Manes Evacuation Map

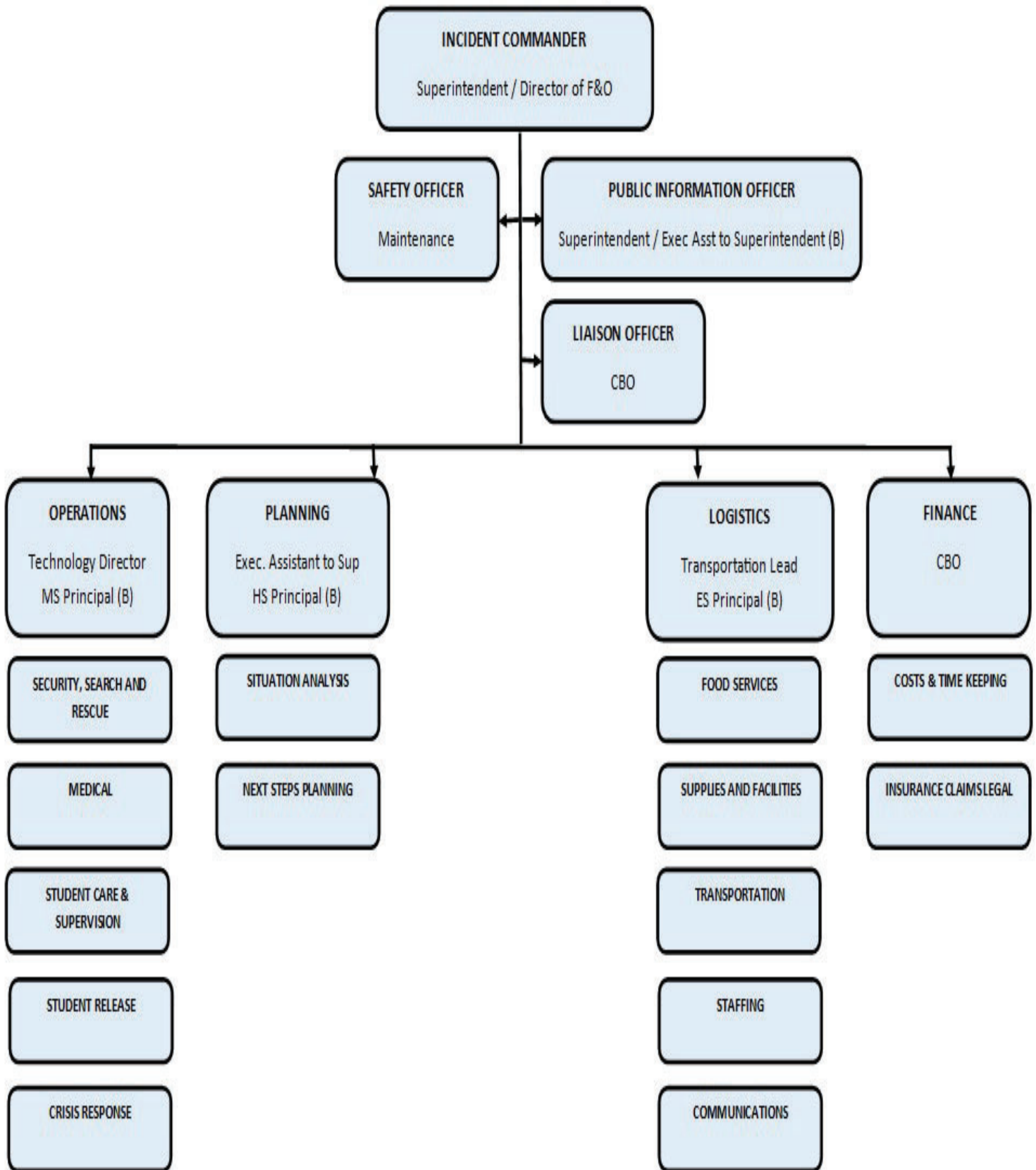


Family Resource Center / Adult Education Evacuation Map



INCIDENT COMMAND

Incident Command System



INCIDENT COMMAND STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post	District Office	Parenting Center
Media Staging (PIO)	District Office	Parenting Center
Security Team	Middle School Office	High School Library
Search & Rescue	Middle School Office	High School Library
Medical	Elementary 104	Middle School 120
Student Release Area	Site Offices	Baseball/Football Field
Emergency Vehicles	Transportation	Bus Lanes

EMERGENCY PREPARATION

PREPARATION:

Principal, Office Staff, Support Staff

1. Update teacher emergency pouch with:
 - a. Emergency evacuation plan
 - b. Class lists to be updated each quarter
 - c. ID tag
 - d. Teacher name sign
 - e. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
 - Student lists with parent phone numbers (each trimester)
 - Lists of students with special needs
 - Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update the emergency plan.

ACTIONS TO TAKE DURING EMERGENCY

EMERGENCY:

Superintendent or designee:

- Enactment of the entire school emergency operation.
- Activate emergency alarms/announcements.
- Activate all emergency teams.
- Immediately proceed to Incident Command Post with cell phone and radio.
- Establish communication with administrator for the affected site.
- Request condition of students, staff, and school facilities.
- Determine Student Release Area and communicate location to team members.
- Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
- Provide updates to staff every 15-20 minutes if possible via phone, e-mail and/or P.A.
- Maintain communication with emergency personnel.
- Give the directive to begin documentation of the incident to assigned personnel.

Incident Commander

INCIDENT COMMANDER: Superintendent

BACK-UP: Director of Facilities and Operations

AFTER SCHOOL (ASES) LEAD: ASES Coordinators

ASSEMBLY LOCATION: District Office, Parenting Center (back-up)

START-UP ACTIONS

- Site or District emergency team to determine if a crisis or emergency exists.
- Identify the type of crisis or emergency.
- If there is imminent danger, call 911.
- Determine whether an evacuation or lockdown procedure needs to be implemented.
- Determine if district “Crisis Response Team” is needed.
- Set up the command post and obtain your supplies.
- Implement emergency plan and activate functions.

ONGOING OPERATIONAL DUTIES

- Continue to monitor and assess the total school situation.
- Check with team chiefs for periodic updates, for search and rescue progress, and any damage assessment information.
- Reassign personnel and modify actions as needed.
Authorize the release of students when and if appropriate.
- Authorize the release of information via the public information officer.
- Plan and take regular breaks for yourself, your staff, and any volunteers.

SUPPLIES

- copy of emergency preparedness plan
- campus map
- master keys
- staff & student rosters
- handheld radio
- bullhorn
- battery-operated AM/FM portable radio
- clipboard, pens, paper
- position identifier

CLOSING DOWN DUTIES

- Authorize the deactivation of teams when they are no longer needed. Ensure the return of all equipment and reusable supplies.

Ensure that all relevant documentation is complete.

Public Information & Liaison Officer

PUBLIC INFORMATION & LIAISON OFFICER: Superintendent, CBO

BACK-UP: Executive Assistant to the Superintendent

AFTER SCHOOL (ASES) LEAD: ASES Coordinators

ASSEMBLY LOCATION: District Office, Parenting Center (back-up)

START-UP ACTIONS

- Obtain your supplies and report to the assembly location.
- Advise parents, community members, and any media that the site is handling the emergency and that the incident commander will release information through you shortly.
- Determine a possible “news center” site as a media reception area (located away from the command post and students) and get approval from the incident commander.
- Obtain Incident Commander’s approval of news releases.
- When authorized by the incident commander, release the statement. If there are questions, be complete and truthful. Always consider confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase, “no comment.”

SUPPLIES

- position instructions
- campus map
- bullhorn
- clipboard, pens, paper
- position identifier

ONGOING OPERATIONAL DUTIES

- Continue to monitor and assess the total school situation by getting updates from the command post. The incident commander must approve any additional statements about the emergency, but you may make calming, reassuring comments to the public.
- Brief any public agency representatives on the current situation, the school’s priorities, and its emergency action plan. Keep the incident commander informed of any actions that these public agencies may conduct. Provide periodic update briefings to agency representatives as necessary.
- Remind staff and volunteers to refer all questions from the public to you. Keep a log of any media contacts you make and the information you shared.
- Monitor new broadcasts about the crisis and correct any misinformation that you hear. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- Return any relevant documentation, your equipment, and any reusable supplies.

Safety Officer

SAFETY OFFICER: Maintenance Worker

BACK-UP: Director of Facilities and Operations

AFTER SCHOOL (ASES) LEAD: ASES Coordinators

SUPPLIES

- position instructions
- campus map
- clipboard, pens, paper
- position identifier

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- Obtain your supplies and report to the command post.
- Ensure that all emergency responders are issued the appropriate safety equipment.

ONGOING OPERATIONAL DUTIES

- Monitor incident operations and advise the Incident Commander on all matters relating to operational safety, including the health and safety of incident personnel.
- Exercises emergency authority to stop or modify unsafe activities.
- Identifies incident-related hazardous situations.
- Identifies actions to mitigate risks and hazards with the greatest potential for serious accident or injury.
- Ensures the safety, welfare, and accountability of assigned incident personnel.
- Anticipate situation changes, such as severe aftershocks, so that you can plan for possible problems before they occur.
- Keep the incident commander advised of any problems areas that require a solution.
- Remain on duty until released by incident commander.

CLOSING DOWN DUTIES

- Return your equipment and any reusable supplies.

Operations Chief

OPERATIONS CHIEF: Director of Technology Services

BACK-UP: Middle School Principal

AFTER SCHOOL (ASES) LEAD: ASES Coordinators

ASSEMBLY LOCATION: Special Ed Office, ES Library (back-up)

START-UP ACTIONS

- Obtain your supplies and report to the command post.
- Report to the incident commander and wait for authorization to begin emergency procedures.
- Review list of jobs for your five teams.
- Ensure there is a team leader for each of your teams and assign alternates if necessary.

SUPPLIES

- copy of emergency preparedness plan
- campus map
- clipboard, pens, paper
- position identifier
- handheld radio

ONGOING OPERATIONAL DUTIES

- Coordinate and assist with the operation of Security/Search and Rescue, Medical, Student Care & Supervision and Student Release teams.
- Move from team to team to get updates on each team's situation. Keep incident commander advised of any problem areas that require a solution.
- Instruct team leaders to begin their operational duties.
- Ensure that the Security team secures the school perimeter.
- Check that the Medical and Morgue teams are operational.
- Be sure that Student Care is attending to student needs, such as restroom use. Check that the Student Release center is being set-up.
- Be sure that Search & Rescue team is prepared for duty and assign areas as needed.
- Notify the coroner of any deaths. If the coroner cannot be reached or if the coroner is unable to pick up the body soon, instruct the medical team leader to have the morgue team relocate the body to the morgue.
- If authorized by the incident commander, coordinate campus evacuation.
- Schedule breaks for yourself and your operations staff as needed.
- Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- Return your equipment and any reusable supplies.

Security Team

SECURITY TEAM LEADER: Campus Security

TEAM MEMBERS: Josue Mejia, Eric Schaffer, Oscar Flores

AFTER SCHOOL (ASES) TEAM: Martin Lopez , Rigo Galvez

ASSEMBLY LOCATIONS: Middle School Office, High School Library (back-up)

START-UP ACTIONS

- 1) Obtain your supplies and report to your assembly location.
- 2) When you are in position, report this to the operations chief.
- 3) Lock all external gates,unlocking gates when appropriate.

ONGOING OPERATIONAL DUTIES

- 1) Keep outsiders off the school grounds, except for outside emergency response agencies. Route outside emergency responders to the area(s) of need.
- 2) Direct individuals to the student release center if they wish to pick-up a student and/or if they wish to speak to the public information officer.
- 3) Keep unauthorized staff out of buildings.
- 4) Keep the situation calm and orderly at the student release center as parents and guardians come to pick-up their children.
- 5) If authorized by the operations chief, assist with the evacuation of the campus.
- 6) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 1) Return your equipment and any reusable supplies.

SUPPLIES

- position instructions
- campus map
- position identifier
- handheld radio
- gate keys

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the procedures as follows.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map, page 32.)
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Operations Chief.
13. When search and rescue is complete, check in Operations Chief for the next assignment.

Search & Rescue Team

SEARCH & RESCUE TEAM LEADER: Campus Security

TEAM MEMBERS: Josue Mejia, Eric Schaffer, Oscar Flores

AFTER SCHOOL (ASES) TEAM: Martin Lopez, Rigo Galvez

ASSEMBLY LOCATION: Middle School Office, High School Library (back-up)

START-UP ACTIONS

- 1) Report to your assembly location and obtain your supplies. Team leader assigns search teams of two or three.
- 2) Team leader gets an update from the operations chief and informs team of damage, dangers, and area(s) to search.

ONGOING OPERATIONAL DUTIES

- 1) Search assigned area, reporting gas leaks, fires, or structural damage to the operations chief. Extinguish fires as appropriate and/or if possible. Mark off severely damaged buildings with caution tape and do not enter until authorized by the operations chief to do so.
- 2) When searching rooms in a building, be sure to check under desks and tables. Listen carefully for muffled sounds. When a room has been cleared, mark an "x" on the door with a grease pencil. Report by radio to the operations chief that the room is "clear."
- 3) Report the condition and location of any injured individuals to the medical team leader. Do not transmit the names of the injured when describing an injury. The medical team leader will decide whether to bring the injured person to the medical area or to await assistance from a medical team. Administer first aid if necessary.
- 4) Mark the location of any deceased individuals on your campus map. Give this information to the morgue team after searching your area.
- 5) Inform the team leader after searching your area and await further instructions
- 6) Remain on duty until released by the operations chief.

SUPPLIES

- position instructions
- hard hat
- work gloves
- master keys
- campus map
- position identifier
- handheld radios (2)
- fire extinguisher
- blanket
- bolt cutters
- shovel
- rope
- goggles
- flashlight
- dust mask
- pry bar
- grease pencil
- duct tape
- caution tape
- first aid backpack

CLOSING DOWN DUTIES

- 1) Return your equipment to the toolkit bunker.

Medical Team

MEDICAL TEAM LEADER: Araceli Armenta, Angela Wright (B)

TEAM MEMBERS: Alejandra Diaz, Angela Wright

AFTER SCHOOL (ASES) TEAM: ASES Coordinators

ASSEMBLY LOCATION: Elementary Health Office, Middle School, Room 120

START-UP ACTIONS

- 1) Check-in with Operations Chief
- 2) Report to your assembly location and obtain your supplies.
- 3) Set-up treatment area and triage area.
- 4) Leader assigns treatment, triage, and documentation groups
- 5) Team leader gets an update from operations chief and then informs team of expected injuries.

SUPPLIES

- position instructions
- first aid supplies
- medical gloves
- stretchers
- campus map
- position identifier
- handheld radio *leader*
- wheelchair
- blankets
- emergency release cards
- first aid backpack
- tarps

ONGOING OPERATIONAL DUTIES

- 1) As injured individuals come in, the triage group assesses injuries and tags individuals according to the seriousness of their need -- red, yellow, or green. Documentation members record the names of every injured individual and the nature of the injury.
- 2) Treatment group members care for those who are injured under the supervision of the team leader. Documentation members record the care that was given, and, if applicable, if an individual becomes deceased. The team leader will immediately inform the operations chief of any deaths or any injuries requiring immediate outside care.
- 3) The team leader monitors transmissions from the search & rescue and student care teams and may instruct treatment group members to respond to injuries outside of the medical area. The first aid backpack should be taken if members are sent out on a call. Do not transmit the names of the injured when speaking over the handheld radio.
- 4) The documentation group must be sure that a student's emergency release card follows the student if he or she is removed from campus to receive advanced medical care.
- 5) Keep triage and treatment areas as clean as possible throughout the emergency. Deceased individuals need to be removed to the morgue area. Hazardous waste should be separated and carefully removed by the logistics teams when necessary.
- 6) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies. Medical paperwork goes to the planning chief.

Medical Team – Preparation and Actions During Emergency

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of the location of first aid supplies.

EMERGENCY:

3. Keep all student “health logs” available.
4. Keep a radio at all times for communication with the operations chief.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the operations chief and notify of any staff and student injuries.
7. Assist emergency services with the injured.
8. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany a person evacuated for further treatment.
10. The Medical Team should always defer to directions given by emergency personnel.

Recommended First Aid Supplies

4 x 4" compress (1,000 per 500 students)

8 x 10" compress (150 Per 500 students)

Kerlix bandaging (1 per student)

Ace wrap, 2" (12 per campus)

Ace wrap, 4" (12 per campus)

Triangular bandage (24 per campus)

Cardboard splints (24 each: small, medium, large)

Steri--strips or butterfly bandages (50 per campus)

Aqua--Blox water (number of students and staff x .016 = needed number of cases)

Neosporin (144 squeeze packs per campus)

Hydrogen peroxide (10 pints per campus)

Bleach (1 small bottle per campus)

Plastic basket or wire basket stretchers or backboards (1.5 per 100 students)

Paramedic scissors (4 per campus)

Tweezers (3 per campus)

Triage tags (50 per 500 students)

Latex gloves (100 per 500 students)

Oval eye patch (50 per campus)

Tape, 1" cloth (50 rolls per campus)

Tape, 2" cloth (24 rolls per campus)

Dust masks (25 per 100 students)

Disposable blanket (10 per 100 students)

First Aid books (2 standard and 2 advanced per campus)

Space blankets (1 per student/staff member)

TEACHER “BUDDY” LIST

Listed below are “buddy” teachers for emergency evacuation purposes. Each site will assign a “buddy” teacher for evacuation purposes.

Teacher	Room Number	Teacher	Room Number

Student Care Team

STUDENT CARE TEAM LEADER: Counselors

TEAM MEMBERS: Mental Health Specialist, CHAT Therapist

AFTER SCHOOL (ASES) TEAM: ASES Coordinators

ASSEMBLY LOCATION: Middle School, Building 215, Building 306 (back-up)

START-UP ACTIONS

- 1) Obtain your supplies and escort classes to the student care area.
- 2) Check in with operations chief.
- 3) Assist in the taking of attendance to ensure that all students are present. Report any missing students to the team leader, who will then inform the operations chief.
- 4) Assist in the dismissal of staff to their duty stations by taking over the supervision of classes whose teachers need to go to another location.

ONGOING OPERATIONAL DUTIES

- 1) Team leader will make arrangements with logistics to provide food, water, shelter, and toilet facilities if necessary. Team members may be called upon to assist.
- 2) Monitor the safety and well-being of students in the student care area, including the administration of minor first aid if needed. Students with serious injuries need to be referred to the team leader, who will notify the medical team leader.
- 3) Support the student release process by sending students to the release center when the proper paperwork is presented.
- 4) Plan and conduct activities for the students to ease their concerns and pass the time.
- 5) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies.

SUPPLIES

- position instructions
- position identifier
- handheld radio *leader*
- pens/pencils & paper
- games & playing cards
- crayons
- construction paper

Student-Parent Reunification Team

REUNIFICATION TEAM LEADER: Superintendent, Director of F&O

AFTER SCHOOL (ASES) TEAM: ASES Coordinators

ASSEMBLY LOCATION: High School Gym, Quechan Community

Center or Quechan Casino (if out of district evacuation)

START-UP ACTIONS

- 1) Report to your assembly area and obtain your supplies.
- 2) Ensure teams are fully staffed and assign alternates if necessary.

ONGOING OPERATIONAL DUTIES

- 1) Prepare parking/area to limit access to reunification building. Place signage in parking or walking areas as needed. Assign team members to monitor these areas.
- 2) Activate the student care team and make sure area is ready to receive students.
- 3) Assign team members to monitor and manage parents, media, and crowd and ensure only authorized individuals access the reunification building.
- 4) Ensure proper student release forms are available and assign team members to the parent check in area. Team members to verify the identification of adults and verify that the adult is on the student's emergency release card. If everything is correct, provide them with student release form to complete. Once form is completed, direct them to the area to pick up their student.
- 5) Assign team to receive parents with completed student released forms. When form is received, request student release from student care team.
- 6) Assign team members to remain at the student area to release students as requested. Team members to ensure to notate name of students as they are released.
- 7) If the student is not with the student care team, runner proceeds to the medical team. If the student is able to be moved, the medical team leader marks the "sent with runner" box on the form and dismisses the student to go to the release area. If the student cannot be moved (or has been sent to a medical treatment facility), the runner informs the release personnel, who inform the requesting adult.
- 8) If the student is not with the medical team, runner proceeds to the command post. If the student is absent, missing, or deceased, the runner informs the release personnel, who inform the requesting adult. In the event a student is missing or deceased, the requesting adult should be offered support and understanding by the release personnel and referred to a crisis counselor if one is available.
- 9) Runner walks with student(s) to release area, requests for adult to sign student release form and releases student to the adult.

SUPPLIES

- position instructions
- position identifier
- handheld radio *leader*
- pens/pencils & paper
- bullhorn
- tables & chairs
- student release forms
- emergency release cards
- signs

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies. All paperwork goes to the planning chief.

Planning Team

PLANNING TEAM LEADER: Executive Assistant to Superintendent

DOCUMENTATION MEMBER: District Secretary

SITUATION ANALYSIS MEMBER: Executive Assistant to Sup

BACK-UP MEMBER: District Secretary

SUPPLIES

- position instructions
- position identifier
- pens/pencils & paper
- site map
- local area map

AFTER SCHOOL (ASES): ASES Coordinators

ASSEMBLY LOCATION: District Main Office, Parenting Center (back up)

START-UP ACTIONS

- 1) Obtain your supplies and report to your assembly area.
- 2) Check in with incident commander to receive briefing on emergency details.

ONGOING OPERATIONAL DUTIES

- 1) Situation analysis member marks the site map and the local area map as reports are received concerning student and staff injuries, structural damage, dangers, road closures, utility outages, the location of emergency agencies, etc... and reports this information to the incident commander.
- 2) Provides input to incident commander to help create an incident action plan (IAP).
- 3) Collects situation and resources status information, evaluates it, and processes the information for use in developing action plans.
- 4) Documentation member maintains a time log of the entire incident, noting actions taken by the command team and the basic content of all verbal and radio communications with the command post.
- 5) Documentation member receives, records, and files forms turned in by other teams as they arrive.
- 6) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies.
- 2) Store documents in a safe and secure location.

Logistics Team

LOGISTICS CHIEF: Transportation Lead, MS Principal (B)

TEAM MEMBER: MS Principal

AFTER SCHOOL (ASES): ASES Coordinators

ASSEMBLY LOCATION: Transportation Office, Bill

Manes-304 (back up)

START-UP ACTIONS

- 1) Obtain supplies and report to your assembly area.
- 2) Chief briefs the incident commander on the status of the site's utilities and any other items related to logistics. Wait for authorization to begin emergency procedures.
- 3) Review list of jobs for your five teams.
- 4) Ensure there is a team leader for each of your teams and assign alternates if necessary.

ONGOING OPERATIONAL DUTIES

- 1) Shuts down gas supply if the gas meter is leaking.
- 2) Shuts down electricity anyplace with structural damage.
- 3) Chief opens storage rooms and/or containers containing emergency supplies Post yellow caution tape around damaged or hazardous areas.
- 4) Distribute supplies and equipment to the various teams as needed, being sure to maintain the security of these items throughout the emergency. Class containers in the storage bunker need to be distributed to their designated classes.
- 5) Set up sanitation and feeding areas in locations designated by the incident commander and keep these areas clear of debris and trash.
- 6) Set up and maintain temporary shelters if so directed by the incident commander.
- 7) Coordinate student and staff transportation during evacuation.
- 8) Work closely with staffing team to effectively allocate human resources.
- 9) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies.
- 2) Lock storage rooms and/or storage containers after all reusable equipment has been returned. List items that are missing and submit to the planning chief.
- 3) Chief restores gas and electric supply if so directed by the incident commander.

SUPPLIES

- position instructions
- position identifier
- master keys *leader*
- site map
- handheld radio *leader*
- utility shut-off tool(s)
- shovel(s)
- sanitation supplies
- heavy duty trash bags
- hand sanitizer
- toilet buckets (12)

Nutrition Team

NUTRITION LEADER: Cafeteria Supervisor

TEAM MEMBERS: Cafeteria Support Staff

AFTER SCHOOL (ASES): ASES Coordinator

ASSEMBLY LOCATION: Cafeteria

START-UP ACTIONS

- 1) Report to your assembly location.
- 2) Await notification by the logistics chief to determine if it will be necessary to set up a feeding area.
- 3) Set up of the feeding area in the location designated by the incident commander.
- 4) Obtain your food, water, and supplies and take these items to feeding area.

SUPPLIES

- position instructions
- position identifier
- non-perishable food
- bottled water
- food handling gloves
- food prep utensils

ONGOING OPERATIONAL DUTIES

- 1) Distribute food and water when directed to do so by the logistics chief.
- 2) Conserve food and water whenever possible, being sure to periodically update the logistics chief on the amount of food and water available.
- 3) Assist in keeping the feeding area clear of debris and trash. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies.

Communications Team

COMMUNICATIONS LEADER: Executive Asst to Sup, HR Director

RUNNERS: Irma Martinez, Cecilia Rios

AFTER SCHOOL (ASES) TEAM: ASES Coordinators

ASSEMBLY LOCATION: District Office, Parenting Center
(back up)

SUPPLIES

- position instructions
- position identifier
- handheld radio *leader*
- AM/FM radio
- spare radio batteries
- cellular telephone
- paper and pens
- site map
- local area map

START-UP ACTIONS

- 1) Obtain your supplies and report to your assembly location.
- 2) Set up a communications station near the command post.
- 3) Leader confers with the logistics chief to determine if the team should activate the communications station.
- 4) Ensure runners are available and assign alternates if necessary.
- 5) Consult with the incident commander and then use the district channel on the handheld radio to communicate the status of the emergency at the site to the district office Emergency Operations Center. If unable to make contact, retry at regular intervals. Do not contact any outside agencies unless directed to do so by the incident commander.

ONGOING OPERATIONAL DUTIES

- 1) Receive, pass on, and log all communications from the district Emergency Operations Center and any outside agencies involved in the site's emergency.
- 2) Use command post runner to deliver messages from the incident commander to other teams. Runners assigned to other teams are to deliver messages from these teams to the incident commander.
- 3) Direct communications from the media and the public to the public information officer.
- 4) Monitor AM/FM radio transmissions on KFWB 980 and/or KNX 1070 for emergency news and pass on any significant information to the incident commander.
- 5) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Turn in all logs to the planning chief.
- 2) Return equipment and unused supplies.

Finance & Administration Team

FINANCE & ADMINISTRATION LEADER: CBO

STAFFING COORDINATOR: HR Director

PURCHASING COORDINATOR: Exec Asst to Sup/District Sec.

BACK-UP MEMBER: District Secretary

AFTER SCHOOL (ASES): ASES Coordinators

ASSEMBLY LOCATION: District Office, Parenting Center
(back up)

SUPPLIES

- position instructions
- position identifier
- paper and pens
- purchase orders
- timesheets
- file box
- ID badge stickers

START-UP ACTIONS

- 1) Obtain your supplies and report to your assembly location.
- 2) Set up a work area within the command post.
- 3) Prepare logs to list staff, volunteers, and students participating in the emergency.

ONGOING OPERATIONAL DUTIES

- 1) Sign in volunteers sent by the district office, give each volunteer an ID badge sticker, and refer volunteers to the operations chief of assignment. Unregistered volunteers must first register with the district Emergency Operations Center.
- 2) Periodically check in with the planning chief to obtain any documents relating to timekeeping and purchasing.
- 3) Maintain a record of all hours worked by district employees during the site's emergency.
- 4) Make any purchases authorized by the incident commander.
- 5) Have all staff, volunteers, and assisting students sign out when the incident commander releases them from their duties.
- 6) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Turn in all logs and documentation to the planning chief.
- 2) Return equipment and unused supplies.

GENERAL EMERGENCY ACTIONS

When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

S T A T U S	<p>ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.</p> <p>EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage to school facilities or equipment.</p>
R E S T R I C T E D M O V E M E N T & A C C E S S	<p>Enhanced Lock Down</p> <p>If EVACUATION is not a safe option, barricade entry points into your room in an effort to create a semi secure starting point.</p> <ul style="list-style-type: none"> • Lock the door from the inside if possible • Turn off the lights • Stack desks/tables/anything in front of the door • Move to a location away from the door • Get behind cover is possible • Assess for possible avenues of escape • Assess for possible defensive tactics (Counter and/or Swarm (grades 6-12)) <p>Evacuation</p> <ul style="list-style-type: none"> • Should be the first consideration. Can you get out safely? • Is the evacuation due to a fire and/or earthquake? • Evacuate to rally point when safe to do so • Is evacuation due to <i>active shooter or other violent critical incident</i>? <ul style="list-style-type: none"> o Evacuate if safe to rally point or to any other safe location o If there is an accessible escape path, attempt to evacuate the premises. o Be sure to: <ul style="list-style-type: none"> ▪ Have an escape route and plan in mind (even if it means breaking a window or jumping from a building. ▪ Evacuate regardless of whether others agree to follow ▪ Leave your belongings behind • Help others escape, if possible • Prevent individuals from entering an area where the active shooter may be • Keep your hands visible • Follow the instructions of any police officers • Do not attempt to move wounded people • Call 911 when you are safe

	<p>➤ A message will be sent out (email, Catapult, intercom, etc.) to inform staff and students of situation and expectation.</p> <p>➤ The students are asked to go inside the classroom and remain.</p> <p>The alert may signify no immediate danger within the building or on the campus, but a situation has arisen requiring all students and all staff to stay in the classrooms. Interior classroom doors will be closed and locked and exterior doors will continue to be locked with visitors being admitted only as situation warrants. Examples of a of an alert message may include a medical emergency in the building, police action in the area, administration in the middle of a serious investigation, etc. <i>Once classroom doors are closed teaching will continue but no students will leave the classroom in most cases.</i> However, situation allowing, students may be allowed out to use the restroom or to enter the classroom if they arrive late.</p>
	<p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornadoes. · Move students and staff into the school's permanent buildings, on the ground floor. · Group students/staff together at the furthest point away from windows on the floor.</p> <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck <p>· If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p>
	<p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>

E V A C U A T I O N	<p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p>
	<p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p>
	<p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
R E U N I F I C A T I O N	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency.</p> <p>Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> · Maintaining accurate information on the location of each child. · Preventing unauthorized individuals from having access to or removing children. · Verifying the identity of individuals coming to take custody of children. · Verifying each individual has the legal right to take custody of the child for which they have asked. <p>Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</p>

Drills

Fire or Evacuation:

- Signal: Short, intermittent signals are given via the school bell system until the conclusion of the drill and the issuance of the “All Clear” signal.
- Procedure: Students and adults evacuate the building to designated areas according to the prearranged plans. The teacher will be the last person to leave the classroom, taking the class record and/or roll and keys with him/her, and closing the doors and windows if possible.
- Recall: The principal or designee will announce for all staff and students to return to the classrooms at the end of the drill.
- Note: The Command Center Team is to ascertain that all classrooms, assembly rooms, and restrooms are evacuated, as well as to check on all utilities, such as electricity, gas, and water shut-offs.
- Reporting: All drills are to be reported to the Imperial County Fire Department.

Earthquake or Other Disaster:

- Signal: Fire Alarm via bell system, or teacher/designee order to “drop.”
- Note: In a real earthquake the shock or tremor will be the signal, in which case each teacher and his/her class will proceed immediately as indicated below.
- Procedure: KEEP CALM – DO NOT RUN
If indoors:
- Drop to the floor beneath a desk, chair, table or bench with back to any windows.
 - If there is nothing to get under, get close to an inside wall, away from windows.
 - In a bent, and crouched over position, bury face in the crook of one elbow, place the other hand over the back of the neck.
 - Cover the head with a coat or sweater or notebook if handy
 - After shaking is over, and/or evacuation signal is given, go to the assembly area
- If outdoors:*
- Get away from all buildings
 - Stay clear of walls, power poles, trees, loose wires, and metal fences
 - Lie flat on the ground and bury face in the crook of one elbow, place the other hand over the back of the neck

Note: The site supervisor has the option (after complying with the above) either to evacuate the buildings using the fire drills signals and procedures, or to return to a regular school routine using the recall signal.

In case of a real earthquake, the evacuation or fire drill signal is given to evacuate the buildings after the initial earthquake shocks have subsided. In the event of a loss of power, if in the judgment of the teacher it is advisable and necessary to evacuate the classroom for safety, the standard evacuation procedures should be followed.

Recall: The principal or designee will use the regular signal, which calls all students into the buildings at any time.

Required Drill Schedule

Required Drill Schedule

In California, schools are required to conduct safety drills regularly to ensure preparedness for emergencies. The **required drill schedule** includes the following:

1. Fire Drills

- **Elementary Schools (K-8): Once per month**
- **Middle & High Schools (9-12): Once per semester (twice per year)**

2. Earthquake Drills

- **All Schools: At least once per year**
- Must include **"Drop, Cover, and Hold On"** and an evacuation procedure.
- Participation in **The Great California ShakeOut (October)** is encouraged.

3. Lockdown / Secure Campus Drills

- **All Schools: At least once per year**
- Should cover lockdown procedures for active threats.

4. Evacuation Drills

- **All Schools: As needed**, often combined with fire or earthquake drills.

5. Shelter-in-Place Drills

- **All Schools: Recommended annually**
- Used for environmental hazards (e.g., hazardous materials, severe weather).

Additional Recommendations:

- Schools should **review and update emergency procedures** regularly.
- Drills should be **varied and realistic**, ensuring staff and students know how to respond to different scenarios.
- Schools should **document drills** and debrief to improve response strategies.

Drills must be reported to the District Office using the **Emergency Drills – Monthly Report** form and may be conducted at the principal's discretion, with the Imperial County Fire Department retaining the authority to call fire drills at any time. To ensure preparedness for emergencies at any time or location, drills should be scheduled under varying conditions, and all students must receive clear instructions on responding to warning signals in different areas of the school

In 2024, California enacted legislation mandating that all school safety drills adopt a trauma-informed approach to minimize potential psychological harm to students and staff. This approach emphasizes preparedness, open communication, and the avoidance of practices that could induce unnecessary fear or anxiety.

Key components of the trauma-informed approach include:

- 1. Prohibition of High-Intensity Drills:**
 - Schools are prohibited from conducting drills that simulate actual incidents with elements such as theatrical makeup, role-playing assailants, or the use of real weapons, gunfire blanks, or explosions.
- 2. Age-Appropriate and Developmentally Appropriate Content:**
 - Drills must be designed with input from school personnel, including mental health professionals, to ensure they are suitable for the age and developmental stage of the students.
- 3. Parental and Guardian Communication:**
 - Schools are required to notify all parents and guardians, as well as teachers, administrators, and school personnel, in advance of any drills, including details about the drill's nature and duration. Additionally, parents and guardians must be informed after the drill has concluded.
- 4. Opt-Out Provision:**
 - Parents and guardians have the right to exempt their children from participating in drills if they believe it is in the child's best interest.
- 5. Pre- and Post-Drill Announcements:**
 - Clear announcements must be made to students and educators immediately before and after drills to ensure transparency and reduce anxiety.
- 6. Access to Support Resources:**
 - Schools must provide contact information for community-based resources, including local organizations focused on gun violence reduction and mental health counseling, to support those negatively impacted by drills.

These measures aim to balance the necessity of emergency preparedness with the well-being of the school community, ensuring that safety drills are conducted in a manner that is both effective and sensitive to the potential emotional impact on participants.

**San Pasqual Valley Unified School District
San Pasqual Valley High School**

Emergency Drills – Twice a Year Report

Emergency drills must be reported twice a year to the SPVUSD District Office no later than the LAST DAY OF THE MONTH.

Type of Drill	Month / Day / Year	Time of Day*	Duration
<input type="checkbox"/> 1: Fire / Evacuate	___ / ___ / ____	_____	_____
<input type="checkbox"/> 2: Earth Quake Drop / Evacuate	___ / ___ / ____	_____	_____
<input type="checkbox"/> 3: Intruder/lockdown	___ / ___ / ____	_____	_____
<input type="checkbox"/> 4: Evacuation	___ / ___ / ____	_____	_____

Type of Drill	Month / Day / Year	Time of Day*	Duration
<input type="checkbox"/> 1: Fire / Evacuate	___ / ___ / ____	_____	_____
<input type="checkbox"/> 2: Earth Quake Drop / Evacuate	___ / ___ / ____	_____	_____
<input type="checkbox"/> 3: Intruder/lockdown	___ / ___ / ____	_____	_____
<input type="checkbox"/> 4: Evacuation	___ / ___ / ____	_____	_____

* California Administrative Code, Title 5, Section 17 amended requires a record of the date and time of each drill.

Remarks:

Principal's Name: _____ Principal's Signature: _____

STUDENT/PARENT REUNIFICATION

Planning for Emergencies

The District/School Emergency Plan will be implemented by a district or school administrator when conditions exist to warrant its execution. Emergency and disaster functions have been identified and pre-assigned by district administrators. The procedures are designed to assist the staff and students in a safe and orderly response to any emergency.

Student Release: Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Such actions are authorized by the superintendent or assignee only in times of extreme emergency. Whenever possible, it is preferred that students remain at school during the academic day.

SEMS: The Standardized Emergency Management System (SEMS) is required by Government Code §8607(a) for managing response to multi-agency and multi-jurisdictional emergencies. By standardizing key elements of the emergency management system, SEMS facilitates the flow of communication and coordination among all responding agencies. Use of SEMS will improve mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources.

REUNIFICATION DOCUMENTS

- **Reunification Information Form (in reunification kit)**

Use this form to identify adults authorized to pick up students and to track the custody of each student from the school through the release process. Form must include the following information.

- Student Name
- Student Grade
- Student Birthday
- Student Cell Phone Number (if applicable)
- Name of Person Picking Up Student
- Sign Off Signature
- Phone Number of Person Picking Up Student
- Relationship to Student Being Picked Up
- Teacher Name
- Time and Initials of School Personnel Releasing Student

- **Student Attendance Roster (in classroom emergency pouch)**

Used to note student status when the school has been evacuated

PRINT a roster each quarter for each class

INCLUDE a column for student status:

- R = Released
- A = Absent
- C = Custody issues
- M = Medical First Aid
- U=Unknown/Missing

- **Student Name Tags (in classroom emergency pouch)**

Used for quick student status assessment immediately after the class has evacuated

PRINT name tags each semester for each class

MARK teacher/class name and grade on top of every page

USE adhesive-backed labels

FREQUENTLY ASKED QUESTIONS – CONSIDER THESE BEFORE AN EMERGENCY

BY PARENTS

- Whom does a parent call after an emergency to find out about the situation at school?
- If a parent can't get to school for early student release, what should the parent do?
- Does the school maintain a list of who is authorized to pick up each student?
- Can a parent phone in authorization for student pick up?
- Is a signed note brought in by an adult acceptable to authorize student pick up?
- How does a parent find out what will happen next after an emergency?
- What if it is unsafe for the child to return home?
- How can a parent volunteer to help out during the emergency?
- If a child is injured and needs immediate medical treatment, who notifies the parent?

BY STUDENTS

- Can students who live nearby walk home without being released to an adult?
- Can a visiting relative pick up a student if the relative is not listed as an authorized adult?
- When should students return to school after a campus emergency?

BY STAFF

- How will staff at the Student Request area know which students are absent, injured, receiving treatment at the First Aid Station, missing or in the restroom?
- How should a hostile or belligerent parent be handled, and by whom?
- Will parent custody restrictions apply when students are released during a school emergency?
- How are students contained in an assembly area that has no natural blockades?
- What happens during an emergency when some classes are outside, and some are inside the school?
- What information about student status should be released to unauthorized adults?

REUNIFICATION ROLES AND DUTIES

The following outlines the roles and duties of the Reunification Team. Not all these roles need to be filled for every reunification.

ACCOUNTANT

Assemble rosters of who is on site and assist in identifying missing students or staff. In a very small reunification, one person can fill the role of Accountant and Checker.

CHECKERS

Verify ID and that the person is on the emergency contact roster. Direct parents to the accountant or the Reunification Area.

CHECK-IN AREA SUPERVISOR

Establishes and manages the check-in process. Supervises checkers and accountants.

CLASS LEADERS

Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

COMMUNICATIONS

Facilitate radio and other communication needs. May be combined with the PIO.

EXIT ACCOUNTANT

Collects bottom slip of reunification card and checks students out once reunified. Can be combined with Exit Director role.

EXIT DIRECTOR

The final person the students and parent/guardian see during the reunification process. They are available to answer any questions. Their most important role is to be a friendly face who offers a wave or hug. Often the school principal likes to fill this role. Can be combined with exit accountant.

FACILITIES

Coordinate any physical plant needs.

FINANCE/ADMINISTRATION CHIEF

Establish and manage administrative staff.

FLOW MONITOR

Assist with guiding traffic flow and assisting parents/guardians as needed.

GREETERS

Help coordinates the parent lines. Tell parents about the process. Help verify parents without ID. Your most friendly staff members are good in this role.

GREETER SUPERVISOR

Establishes and manages the greeting area, Supervises greeters.

LIAISON OFFICER

Communicate with Fire, Medical or Law Enforcement.

LOGISTICS CHIEF

Establish and manage logistical staff.

MENTAL HEALTH SUPERVISOR

Oversees the coordination of mental health practitioners from a variety of agencies.

NUTRITION SERVICES

Provide snacks and water.

OPERATIONS CHIEF

Establish and manage operational staff.

PLANNING CHIEF

Establish and manage planning staff.

PUBLIC INFORMATION OFFICER

Communicate with parents and press, if appropriate. Coordinate use of mass calls or text messages. May be combined with the communications role.

REUNIFICATION INCIDENT COMMANDER

Coordinates Priorities, Objectives, Strategies, and Tactics for an accountable, easy Reunification of students with parents.

REUNIFIER

Take the bottom of the Reunification Card to Assembly Area, locate the student and bring them to Reunification Area.

REUNIFICATION AREA SUPERVISOR

Establishes and manages the reunification area. Supervises reunifies.

SAFETY OFFICER

Observe site and remedy safety concerns. Scribe Document events. A yellow pad is sufficient.

STUDENT ASSEMBLY SUPERVISOR

Establish and manage the Student Assembly Area.

TRANSPORTATION

Directs transportation needs. May become a supervisor position.

VICTIM ADVOCATES/MENTAL HEALTH PROFESSIONALS

Standby unless needed.

STUDENT RELEASE SET UP: STEP-BY-STEP

1. Incident Commander (usually superintendent or Director of Facilities and Operations): Set up Incident Command Post (ICP). Notify staff of school evacuation and communicate that this is not a drill. Designate the Student Assembly Area or direct teachers/staff to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved. Determine medical and assistance needs after population assessment. Determine search and rescue needs. Reassess as situation changes. Keep staff informed as to status of missing students. Reassign emergency teams as needed.
2. Teachers/Staff: Evacuate students to designated area, with students grouped as determined by district or school site. Take roll and mark absent students with status beside name: A=Absent; M=Medical for injured students taken to the First Aid station; U=Missing/Unaccounted. Provide attendance list to student assembly area supervisor. Organize students. Monitor students' medical and emotional condition. Extra staff should partner for other assigned duties; report to student assembly area supervisor.
3. Student Release Team: Take supplies to designated Request/Release locations. Set out tables at least 20 feet apart to reduce crowding. Designate parent waiting area establish boundaries to create line. Ensure parent area is away from student area. Distribute clipboards with Reunification Information Form to parents to fill while they wait in line. Accountants will communicate with assembly area supervisor to list any absent, injured, or missing students. Checkers will verify ID and that the person is on the emergency contact roster. Parents will then be directed to the accountant or the reunification area. Reunification area will request the student from the student assembly area and reunify the student and guardian. Staff will wear identifying vests and name tags displaying their specific job during a reunification.
4. Traffic Controller(s): Set out parking area directional signs, traffic cones and enlarged site map. Keep parent vehicles from blocking access by first responders.

POPULATION ASSESSMENT

Immediately upon evacuation, it is essential to make a population assessment and communicate the results to the Incident Commander. The objective of the initial assessment is to communicate within three to five minutes a preliminary understanding of any immediate, life-threatening emergencies and to provide a *general* understanding of the location and condition of the entire staff and student body. This information enables the Incident Commander to make critical decisions based upon the magnitude of the incident.

As soon as possible, teacher or staff member should:

- **TAKE ROLL on Catapult, Synergy, or class roster located on the emergency pouch**, depending on accessibility. The staff member, at minimum, must take a physical, hand-written roll if technology is unavailable.
 - **MARK STATUS** of students, if known. (Present, Released, Absent, Medical First Aid, or Unknown/Missing).
- **INFORM** personnel at Student Assembly Area of unaccounted students immediately.

A secondary population assessment provides a more specific overview of the location and condition of the student and staff population. This may be done five or ten minutes later, after reports are received from outlying areas (e.g., bathrooms, offices, etc.) and the physical location and medical condition of missing students are further confirmed.

If an emergency occurs after the initial assessment (e.g., a student goes into shock or a building hazard occurs), communicate the change of status to the Incident Commander, administrator, or area supervisor.

PARENT NOTIFICATION

It is important that parents understand procedures that they and school staff must follow in the event students are released prior to the end of the academic day. All adults should be prepared to provide photo identification to have a child released to them.

Attempts to notify parents as to the situation should be made as soon as possible. Multiple forms of communication should be used such as: telephone tree, website alert, radio announcement and school hotline. Notification messages by telephone should be kept direct and short. Two sample parent notification messages follow:

“This is [caller’s name] from [school name], calling to inform you that due to [type of emergency], we are evacuating the school. The students will be dismissed at [time]. Regular bus transportation [will/will not] be provided. Call the school for updates.”

“This is [caller’s name] from [school name], calling to inform you that due to [type of emergency], we must evacuate the school beginning at [time]. The children are being transported to [location/address]. You may pick up your child at [school or evacuation site/address/cross street].

Please park only in the designated areas so that safety officials can get through.
Please show your photo ID to pick up your child.”

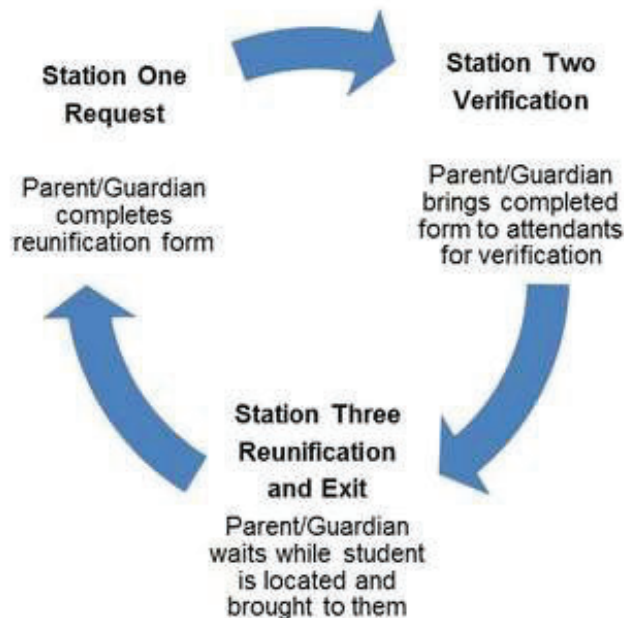
If a disaster renders the school unsafe and unable to be occupied, PARENTS SHOULD NOT CALL THE SCHOOL and tie up the school phones. The District/School will communicate any updates as soon as they are available.

STUDENT RELEASE POLICIES

- No student will be released from school early unless a parent, guardian or authorized adult comes for the child.
- No student will be allowed to leave with another person, even a relative, unless the school has prior written permission from the parent/guardian or the individual is designated on the student's Emergency/Evacuation Card.
- Parents should come to school as soon as it is safe to pick up the child and others for whom he or she is authorized.
- Parents must leave the driveway and parking areas clear for emergency vehicles.
- All parents or designated adults who come to pick up students must show a photo ID.
- Parents will not be able pick up their children directly from the Student Assembly Area. They must sign out the student at the school office or designated Student Release Area before the child will be released from the campus.
- Adults and students should leave the campus as quickly as possible after being reunited.

STAFF PROCEDURES FOR STUDENT RELEASE

Student/Parent reunification is the orderly and efficient process of reuniting large numbers of children with their parents/guardians. The process involves three steps as shown in the visual and described below.



CHECK-IN TABLE



- Student assembly area supervisor provides checker with updated student status list.
- Gather emergency sheet/cards for all students to ensure name of parent/guardian picking up student is on card.
- Parents/Guardians provide checker with completed Reunification Information Form.
- Checker verifies student is on-site. If student not on-site, direct parents to Parent Information Station.
- Verify photo ID. Check Emergency sheet/card to verify adult is authorized for pickup.
- Upon verification, provide parent with the bottom portion of Reunification Information Form.
- Parent will provide bottom portion of Reunification Information Form to staff in Reunification table.
- Direct parents with questions or injured children to Parent Information Station.

REUNIFICATION AND EXIT

- Reunification staff will take bottom portion of Reunification Information Form to Student Assembly Area.
- Student Assembly Area Supervisor will call for student.
- Reunification staff will escort student back to Reunification Area/Exit Station.
- Upon release of student, enter time and initials on the Reunification Information Form.
- Have counselor available to assuage parent and student concerns.
- Ask parents and students to clear the campus grounds as soon as they are reunited.
- Once reunification process is complete, accountants compare notes to ensure all students have been accounted for.

Student/Parent Reunification Form

No student will be allowed to leave with another person, even a relative, unless the school has prior written permission from the parent/guardian, or the individual is designated on the student's Emergency/Evacuation Card.

	Reunification Information (PLEASE PRINT CLEARLY) Have photo identification out and ready to show school district personnel.	
Student Name		
Student Grade Student Cell Phone Number		
Name of person picking up student		
Signature		
Phone number of person picking up student		
Relationship to student being picked up		
School personnel completes: Photo identification matches name of person picking up student? Yes or No		

Parent/Guardian completes:	
Print Student Name Again	Student Grade
Teacher	School personnel completes upon release of student
Student Birthday	TIME INITIALS OTHER

Signature
Print Your Name
Date
Parent Guardian Sign Off I have read and understand these instructions.

Reunification Instructions
First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.
1. Please complete the information on the other side of this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

SITE PLAN

Each school should identify an interior and exterior area where students will be kept until they are released to an authorized adult.

- If the building is safe, schools may release students directly from their individual classrooms.
- If the building must be evacuated, choose an appropriate location that is safe from hazards or aftershocks and secure. It should have natural or man-made barriers so that there is only one access point for maximum security. Otherwise, students may attempt to escape the campus, and parents may try to take their children without going through the check-in/sign-out process.

Site	Safe Interior Area	Safe Exterior Area
Elementary School	Cafeteria	Basketball Court
Middle School	Cafeteria	Back Field
High School	HS Gym	Quad area between Administration Office and FFA buildings
Bill Manes/CDS	Family Resource Center	Field/District Office Parking

Post an enlarged site map in the parking area or highly visible spot, with the following areas highlighted:

- Student Request Area and Student Release Area (optional)
- First Aid Station
- Parent Information Station
- Emergency Vehicle Parking
- Parent Parking Area
- Incident Command Post

MARK A WALKING PATH from the parking area to the Student Request Gate, to keep parents from straying and away from potential danger or interference with other emergency response activities.

ACTION MATRIX (SIMULTANEOUS ACTIONS)

ADMINISTRATION / STAFF	TEACHERS	STUDENTS	PARENTS
<ul style="list-style-type: none"> Set up ICP Set up communication 	<ul style="list-style-type: none"> Evacuate and remain with students 	Evacuate with teacher	<ul style="list-style-type: none"> Report to Parent Assembly Area
<ul style="list-style-type: none"> Set-up Parent and Student Assembly Areas. Set-up Check-in and Reunification Tables Place traffic cones and signs to direct parking 	<ul style="list-style-type: none"> Take roll and assess population Report attendance status to Student Assembly Area supervisor 	Remain at designated evacuation area until further instructions	<ul style="list-style-type: none"> Complete Reunification Information Form for each student requested; hand form to Check-In table and show photo ID. Wait patiently while ID and authorization are checked
<ul style="list-style-type: none"> Check attendance roster. Pull, note cards of absent students and file in back. Remove nametags of absent students and send other nametags to EOC Note cards of missing, injured students and store separately 	<ul style="list-style-type: none"> Note absent, injured students on remaining nametags and send nametags to Request Gate Send injured students to First Aid station 	Injured students to First Aid station	
<ul style="list-style-type: none"> Ensure Unification Information Form is completed properly; Verify ID and authorization. 	<ul style="list-style-type: none"> Extra staff partner for other assigned duties; report to ICP 	Remain at designated evacuation area until requested	<ul style="list-style-type: none"> Move to Reunification table to reunite with requested student(s)
<ul style="list-style-type: none"> Give Unification Information Form to staff in reunification table; staff will take form to Student Assembly Area to retrieve student 	<ul style="list-style-type: none"> Call requested student forward; release to Reunification Staff. 	Accompany Reunification staff to Reunification Area to meet up with parent or authorized adult	<ul style="list-style-type: none"> Wait patiently at Reunification Area until called.
<ul style="list-style-type: none"> Reunification staff escorts student to Reunification Fill-in reunification time and initials on Reunification Information Form. 	<ul style="list-style-type: none"> Note students released on roll sheet 		
	<ul style="list-style-type: none"> Monitor students' medical/emotional condition at all times 		
<ul style="list-style-type: none"> Medical situation: Direct parents to Parent Information Station or crisis intervention counselor 	<ul style="list-style-type: none"> As students are released, extra staff report to ICP 	Taken by staff to First Aid Station, if necessary	<ul style="list-style-type: none"> Medical: Escorted to First Aid Station by crisis management staff
<ul style="list-style-type: none"> Reunification Area staff file signed Request Forms alphabetically 		Reunite with adult. Leave campus together immediately	<ul style="list-style-type: none"> Reunite with student. Leave immediately.
<ul style="list-style-type: none"> Communicate with ICP to reassign teams as needed 			

STUDENT RELEASE OVERVIEW

Release of students may be advised by public safety officials or authorized by the principal or superintendent whenever a condition exists warranting such action. Such conditions include earthquake, flood, severe winter storm, etc.

Parents should be advised of release criteria and procedures, in writing, at the beginning of each school year. Guidelines may be modified for the release of students as long as they are released in a safe and orderly manner.

When the decision has been made to release students, local Fire and Police Departments will be notified, along with the Imperial County Office of Education. School closure and reopening will also be reported to radio stations and TV stations, by the Public Information Officers or Superintendent.

- All students will remain under the supervision and care of the school until released to a parent or authorized designee.
- **Students will only be released to a parent, guardian or authorized adult listed on the Student Emergency/Evacuation Card.**
- Students must be signed out by a parent, guardian or authorized representative.
- Students who are not picked up or who are unable to proceed home will be kept at the school or at the designated alternative shelter.
- Parents should notify the persons designated as emergency contacts for their children so that they are aware that such authorization has been given and are aware of any medical needs of the child.

CROWD CONTROL/PARENT INFORMATION REPRESENTATIVE

For every student, there may be at least one adult descending on the campus in an emergency.
Be prepared for the following:

- Traffic jams which block emergency vehicles,
- Crowd control problems on campus; and
- Unreasonable, agitated, and demanding parents.

Designate a Parent Information Representative to:

- Answer procedural questions.
- Maintain order in lines of parents waiting to request and reunite with students.
- Manage unusual situations that may cause a bottleneck at the Student Request Gate.
- Locate and escort parents of injured students to the First Aid Station; and
- Calm anxious parents.

Set up a white message board in parking lot or main parent access area to assist with emergency communication.

The white board can communicate:

- Dangerous areas on campus to avoid
- Streets that are blocked by emergency vehicles, downed trees, or other structural impediments
- Names of parents to report to the Parent Information Station

- School hotline number for recorded updates
- Directions to new site if students are relocated

PARENTS SHOULD NOT ATTEMPT TO PICK UP THEIR CHILDREN DIRECTLY FROM THE STUDENT ASSEMBLY AREA.

Students will only be released to individuals authorized by a parent or guardian on the Student Emergency Sheet/Card. Parents and authorized adults are required to go first to the Parent Assembly Area to check-in and to start the process of reunifying with your child.

ADVICE FOR PARENTS

1. **PREPARE YOUR CHILD.** Children who are prepared experience less fear and hysteria. Let your child know who can make the pickup at school if you are unable to do so. Reassure your child that he/she will be cared for until you arrive.
2. **KEEP YOUR CHILD’S EMERGENCY CONTACT INFORMATION UP TO DATE.** The only people other than yourself who will be allowed to pick up your child are those whom you authorize on the Student Release Emergency Sheet/Card.
3. **REMAIN CALM.** Your child is probably safer at school in the event of a disaster. School personnel are certified in CPR, First Aid and Emergency Preparedness. In the event of a disaster, school staff are designated as Disaster Service Workers and must always remain with your children for up to 72 hours after the emergency.
4. **DO NOT CALL THE SCHOOL AND TIE UP THE SCHOOL PHONE.** Phone lines will be needed for emergency communications.
5. **WALK FROM YOUR HOME, IF POSSIBLE.** Leave the streets free for emergency vehicles. You may get to school faster by foot or bicycle.
6. **PARK ONLY IN AREAS DESIGNATED FOR PARENTS.** Leave adequate room for emergency vehicles to park and turn around.
7. **DO NOT ATTEMPT TO PICK UP YOUR CHILD DIRECTLY FROM THE STUDENT ASSEMBLY AREA.** Parents and authorized adults must first report to the Parent Assembly Area.
8. **BRING A PHOTO ID WITH YOU TO THE PARENT ASSEMBLY AREA.** Students will only be released to their parents or to an adult designated on the Student’s Emergency Sheet/ Card.
9. **PICK UP ALL STUDENTS FOR WHOM YOU ARE AUTHORIZED.**
10. **LEAVE THE CAMPUS IMMEDIATELY AFTER BEING REUNITED WITH THE STUDENT.**
11. **TALK TO A DISTRICT GREETER** if you have any questions. This will help the Student Release Team avoid bottlenecks at the Check-in and Student Reunification areas.
12. **KEEP EMERGENCY SUPPLIES IN YOUR CAR,** including comfortable walking shoes, water and warm jackets.

SUPPLIES FOR STUDENT RELEASE

ASSEMBLY AREA

- Bullhorn with extra batteries
- Heavy duty garbage bags (in the event of rain)
- Master roster of students, per teacher (digital and paper)
- Minor first aid supplies
- Portable AM/FM radio with extra batteries
- Two-way radios
- Whistles
- Yellow caution tape and duct tape
- Hats or vests to identify emergency staff and volunteers.

PARENT CHECK-IN AND REUNIFICATION AREAS

- Folding tables (minimum two)
- Folding chairs (minimum four)
- Student Emergency Contact Sheets/Cards, alphabetized in folder
- Blank Reunification Information Forms
- Master roster of students and staff – copies for Check-In and Exit Accountants
- Hats or vests to identify emergency staff and volunteers.
- Clipboards (many) and pens for Unification Information Forms
- Clerical supplies (pens, paper, clips, stapler, rubber bands, pencils, tape, Post-its, etc.)
- Notepads

TRAFFIC/CROWD CONTROL

- Directional signs
- Traffic cones
- Caution tape
- Site map (enlarged) with key areas highlighted: First Aid Station, Request/Release Gates
- Handouts of site map highlighted with walking area to Parent Assembly Area
- Blank signboard and pens.
- Two-way radios
- Notepads
- Hats or vests to identify emergency staff and volunteers.

EMERGENCY RESPONSE IMMEDIATE STEPS

STEP ONE: IDENTIFY THE **TYPE** OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 44 different types of emergencies are included in this School Safety Plan.

STEP TWO: IDENTIFY THE **LEVEL** OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE **RESPONSE** ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

Duck & Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.

Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.

Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

All Clear: Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

Hold: Use school-wide communication system to instruct staff and students to hold in their classrooms or areas, close and lock doors, and account for students and staff.

Secure: Use school-wide communication system to instruct staff and students to go back into the buildings, lock doors, close and lock gates, and account for students and staff.

Lock Down: Immediately use the school-wide communication system to instruct staff and students to lock all exterior doors, turn lights off, move away from sight, maintain silence, and to prepare to defend.

Evacuate: Immediately use the site's fire alarm or PA system or other means of communication to notify students and staff that they are to proceed to the assembly area. If an out of District evacuation is needed, district staff or emergency responders will provide students and staff with specific instructions.

Shelter: Immediately use the site's school-wide communication system to provide staff and students with the hazard and safety strategy. Account for students and adults. Safety strategies might include drop, cover and hold, seal the room, get to high ground, etc.

All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

STEP FIVE: CONTACT THE DISTRICT

Over the radio, contact the District and communicate your school site name, type of emergency and status of the school site (safe or in need of assistance).

- Radios are located in the District Office. The District will respond based on the request.
- If the school site is safe, district staff will record site name and respond to the site that they are cleared to return to normal activities.
- If the school is in need of assistance, District Administration (Superintendent, Director of Facilities and Operations, and CBO) should be contacted and will give the school site further directions.

A.L.I.C.E. Frequently Asked Questions

1. What is A.L.I.C.E.?

A.L.I.C.E. is a school safety program created in year 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.I.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs.

2. What do the letters stand for in the name A.L.I.C.E.?

A.L.I.C.E. is an acronym that stands for:

ALERT: Get the word out that a threat exists

LOCKDOWN: Secure a place to stay as much as possible as a starting point to buy time.

INFORM: Give constant, real-time information throughout the building using all available technology.

COUNTER: This is a last resort. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.

EVACUATE: The goal is to move students out of the danger zone. It's important to be prepared to escape.

3. Does the San Pasqual Valley Unified School District have plans and procedures in place for crisis situations?

Yes. SPVUSD considers the safety of students and staff their highest priority and have developed strong crisis plans and procedures for our schools. Although we hope we will never need to activate these procedures, we conduct regular drills and review our plans annually.

4. Why do we need to add anything more? Isn't it enough just to lock the building and keep students inside if someone is threatening them?

Traditionally, schools have used a procedure known as "lockdown" which essentially means locking the school building and classrooms and having students and teachers take shelter in their classroom. We believe that offering additional age-appropriate options will allow our students and teachers to be better prepared if a crisis situation occurs. Providing a constant flow of information to everyone inside the building can allow opportunities to safely evacuate the building. Rescue by the police can take some time. An important goal of the A.L.I.C.E. program is to evacuate as many people as possible to a safe place.

5. How much time will the training take away from learning?

A.L.I.C.E. training will take the place of the lockdown drills we've been doing. The length of the training time for students may range from 15 to 30 minutes, depending upon the age of the students. Training will take place at least twice a year.

6. How will students be trained?

Training will be age-appropriate and will take place in the classroom with their teacher leading the discussion. Discussions with younger students will be an extension of "stranger danger" discussions and focus on listening carefully to the teacher in case of an emergency and following directions promptly. There is no drill planned as part of this initial training. 7. How many organizations are currently using A.L.I.C.E. as part of their safety protocols? Nearly 2 million students have been trained or are currently being exposed to this program. Although A.L.I.C.E. was started in a kindergarten through grade 12 school setting, the program is now being used in universities, colleges, hospitals, churches, corporations, and government offices.

For information on the A.L.I.C.E. program visit website at <https://www.alicetraining.com/>.

TYPES OF EMERGENCIES & SPECIFIC PROCEDURES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Active Shooter/Armed Assailant
- Africanized Honey Bee
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Utility Failure

EMERGENCY RESPONSE: ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report accident to principal and school office. Call 911, if needed.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Blood Borne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room __”
 - The number of children with you:
- b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to **end the call**.

HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that students are likely to follow the lead of employees during an active shooter situation.

1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. *Be sure to:*

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. Lockdown

If evacuation is not possible, enter a room and lockdown.

You should:

- Lock the door
- Turn off the lights
- Stay out of sight
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Do not trap you or restrict your options for movement
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions, laptops)
- Remain quiet

If evacuation and lockdown are not possible:

- Remain calm • Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling Committing to your actions

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment.
- Officers may be armed with rifles, shotguns, handguns.
- Officers may use pepper spray or tear gas to control the situation.
- Officers may shout commands and may push individuals to the ground for their safety.

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions.
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers.
- Always keep hands visible
- Avoid making quick movements toward officers such as holding on to them for safety.
- Avoid pointing, screaming and/or yelling.
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 operators:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if possible.
- Notify the district office after you call 911.
- If possible, assist emergency personnel.
- Assist police in entering the school.
- Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

Emergency Operations Center (EOC)

- Activate the district's Emergency Operations Center
- Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

Offsite Reunification

- The Operations Section should prepare an off-site evacuation site for reunification.
- This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids.
- Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
- School staff and students will remain in lockdown until evacuated on a room-by-room basis.
- Buses should be placed on standby for evacuation.
- Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

Crisis Intervention

- A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff, and parents during reunification.
- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: Africanized Honeybee

If a swarm of bees is spotted, follow these procedures:

- 1: Evacuate all students from areas near the swarm. Students and teachers should stay away from the area until it is safe.
- 2: Notify the school administration, who will...
 - a: Contact the Africanized Bee Hotline at 760-337-5386.
 - b: Notify the District Office immediately.
 - c: Upon consultation with the District Office, staff may contact an outside company as well.

Site staff should not attempt to deal with a bee swarm on school grounds.

Procedures for Bee Stinging Emergencies:

- Remove stinger quickly.
- Remove stingers in a sideways scraping motion using a credit card, or something similar.
- Ice packs may reduce swelling (available in office)
- A sting-kill ointment may reduce pain.
- If the stinging victim shows signs of a systemic allergy or swelling beyond two joints (i.e. if you are stung in the finger, and swelling extends through wrist and elbow) call 9-1-1 immediately.

What Students should know:

- 1: Africanized and domestic honeybees look the same to the naked eye, so stay away from all bees.
- 2: Africanized bees will build a nest almost anywhere, even on the ground.
- 3: If you know of any wild bee nest, notify an adult so that the nest can be removed.
- 4: Africanized bees defend a wide area around their home, so you may not even see the hive before the bees start buzzing around you.
- 5: Large numbers of Africanized Bees are likely to sting when they sense someone too near their nest.
- 6: If you get stung, or hear bees buzzing, get away as quickly as possible. Get into a building or car if possible.
- 7: A honeybee will leave its stinger in your skin if it stings you. You need to get the stinger out by scraping it away. Do not pinch or pull the stinger out. Put ice on a sting to reduce the swelling.

EMERGENCY RESPONSE: AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Instruct employees to minimize strenuous physical activity.
- Physical education teachers and other teachers determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the All-Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First-Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using “Epi” pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an “Epi” pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables to isolate the animal.
- If the animal is outside, keep students inside and institute **Hold** on the area.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal.
- Contact the Humane Society or local law enforcement for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne.
- a contaminated item such as a backpack, book bag, or other parcel left unattended.
- the food supplies.
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g., anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify administrator.
- Move students away from immediate vicinity of danger.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting, and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **SHELTER** in place.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.

- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting, and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

ADMINISTRATOR ACTIONS:

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing.
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the way the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.

Telephone Bomb Threats

Remain calm/courteous.
Read phone's visual display.
Listen, don't interrupt.
Keep caller talking. Pretend hearing difficulty.
Notice details: background noises, voice description.
Ask: When? Where? What? How?
Don't touch any suspicious objects.

Call 911

- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid, and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age.
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:



Homeland Security

EMERGENCY RESPONSE: BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition, and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER** in place, **EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- If **SHELTER** in place, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing, or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE: CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations, and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness, or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE: DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound impact on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
 - Turn on a battery-powered commercial radio and listen for instructions.
 - Notify District Superintendent of the situation.
 - Arrange for medical attention for those injured by the explosion.
 - Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not encounter water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive.

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER** in place procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: DRUG OVERDOSE or SUSPECTED DRUG OVERDOSE

There are many illegal and prescription drugs that may trigger anything from nausea and vomiting to loss of responsiveness, and even death. Possible symptoms of a drug overdose include constricted pupils, cold and clammy skin, limp body, chest pain, dizziness, loss of balance, shortness of breath, vomiting, and seizures. School nurses, who have a specialized health care plan for certain conditions, can be contacted, as well as the School Resource Officer for any sign of drug use or overdose.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (Naloxone for overdose of opioids).
- Notify principal.
- Assist in getting “naloxone” or Narcan nasal.
- Assess situation and help student/staff member to be comfortable while 911 is called or naloxone is retrieved.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using naloxone).
- Notify parent or guardian.
- Administer nasal mist.
- Observe for respiratory difficulty.
- Attach a label to the person’s clothing indicating time naloxone was administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep “naloxone” in the school office and notify staff as to location.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students, and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks.
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines.
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students, and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/ ADMINISTRATOR ACTIONS:

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Within School Building

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
 - Notify District Office of situation.
 - Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur because of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station for flood information.
- Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____
- _____

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify administrator.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- If gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- Notify District Superintendent.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 5:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/ ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”
 - “I understand the problem, and I am concerned.”
 - “We need to work together on this problem.”
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL-CLEAR** instruction is announced.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school.
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: KIDNAPPING

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents, and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- Notify principal, providing essential details:
- Name and description of the student
- Description of the suspect
- Vehicle information
- Move students away from the area of abduction.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, and Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone number
- Do not hang up until advised to do so by dispatcher.
- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
Wash hands thoroughly after providing care.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
- Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE: MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Follow directives issued by the public health department and/or CDC.
- Follow SPVUSD Protocol 1 Guidance
- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.
- Require face masks, hand-washing, and social distancing of all staff, students, and visitors

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.
- Practice the following health and safety guidelines: face masks, hand-washing, and social distancing

Respiratory Hygiene Etiquette

Wear a face mask and practice social distancing.

Cover your cough and sneeze with a tissue.

Wash hands with soap and water or a waterless hand hygiene product

Place used tissues into a sealed bag.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

EMERGENCY RESPONSE: POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
 - Administer first aid as directed by poison information center.
 - Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE: PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- rape - vaginal, anal, or oral penetration
- attempted rape, sexual intercourse that is not wanted
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Call 911 if the assault is physical.
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations.
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums, and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Plan for special needs, snacks and quiet recreational activities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE: STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After checking physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE: SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

Stabilize individual.
Assess risk.
Determine services needed.
Inform
Follow-up

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE: SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- No return address
- Restrictive markings, e.g., “Personal”
- Excessive postage
- Handwritten or poorly typed addresses
- Excessive masking tape, string
- Titles but no names
- Oily stains or discoloration
- Misspelling of common names
- Protruding wires or tin foil
- Excessive weight, unevenly distributed
- Rigid envelope

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air.
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- Do not open package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop package.
- Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do *not* clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE: TERRORIST ATTACK / WAR

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries.
- Victims who are contaminated or seriously injured.
- Widespread fear and panic.
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.

Enemy Attack without Warning

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.
- Instruct students to DUCK AND COVER.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at “Threat Level Red”, specific to the community.

During school hours

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- Continue to monitor media for specific situation.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to closest suitable shelter.
- Location: _____
- Procedure for movement to shelter: _____
- If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff, and faculty.
- Escort visitors to location in school building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
- High violence potential qualifies for arrest or hospitalization.
- Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until **ALL CLEAR** is given.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a ***situational basis***. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/ADMINISTRATOR:

- Notify utility company. Provide the following information:
- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water - *SITUATIONAL*

Toilets: _____

Drinking Water: _____

Food Service: _____

Fire Suppression: _____

Other: _____

B. Plan for Loss of Electricity - *SITUATIONAL*

Ventilation: _____

Emergency Light: _____

Computers: _____

Other: _____

C. Plan for Loss of Natural Gas- *SITUATIONAL*

Heat: _____

Food Service: _____

Other: _____

SAFETY/EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

The information contained in this plan is intended to assist teachers, administrators, staff, special education staff, parents, and students in planning for any related services that may need to be provided for students and any/all individuals with special needs/disabilities in the event of an emergency.

Students:

In an emergency, the responsibility for assisting the disabled student(s) should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. Administrators and/or the school nurse may also be appropriate staff members to assist in evacuations. If more than one student requiring assistance is assigned to the same location at the same time, more than one person will most likely need to be assigned to assist the students.

Employees:

Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee. This responsibility may shift if the employee works in different locations/classrooms during the day.

Visitors:

Responsibility for providing evacuation assistance to visitors should be assigned to a member of the search and rescue teams. If necessary, the staff member should assist the visitor to an area of rescue assistance from other staff members or from professional rescue personnel. All visitors shall sign-in when entering any school site. The secretary will make a notation (*) on the sign-in sheet that the visitor is disabled and notify a member of the search and rescue team who will be closest to the location.

Medication:

The office staff/nurse/nurse's aide shall have a list of students requiring medication. Medication that is to be administered at school shall be taken to the evacuation area by designated school site personnel. Said personnel shall gather all medications, emergency information form, emergency medical card and take them to the evacuation site.

Area of Rescue Assistance:

In addition to the command center, each school site shall designate an area of rescue assistance. This is an area where persons needing assistance that are not able to evacuate the building or to get to a safe area during an evacuation can go for assistance. The evacuation assistant will communicate the person's location to the Special Needs *evacuation coordinator to arrange* for priority response by the fire/police responders.

Special Needs Evacuation Coordinator:

The Special Needs Evacuation Coordinator is the Special Ed Director. The special needs evaluation coordinator and the principal will identify team members who will be charged in an emergency, with assisting students, staff, and visitors with special needs.

The special needs evacuation coordinator is responsible for:

- Identifying all students and staff members who need individual evacuation plans tailored to their specific needs and ensuring that each plan has been created. The plans must take into account the locations of the students and/or staff members throughout the entire school day.
- Incorporating these plans into the site emergency plan and including them in the students' IEP's and/or staff members' files.
- Assigning school staff as evacuation assistants to help evacuate each student/staff member according to the level of assistance needed.
- Ensuring that evacuation assistants and their alternates have been identified, informed and trained in their role. All evacuation assistants should be included in all emergency drills.
- Arranging training for all staff members including evacuation assistants, incorporating the utilization of evacuation chairs, and other necessary evacuation equipment. Designated staff members should be trained in necessary transfer mechanics identified. The evacuation equipment necessary for the student/staff member may dictate how many staff members are required to assist each student.
- Arrange for any necessary evacuation equipment by first notifying the district office who will notify the office of specialized services.

Plan:

Each site will identify appropriate evacuation routes and areas of rescue assistance for students, staff, and visitors with special needs.

- Identify students, staff, *and* others that require evacuation assistance. Describe the assistance needed. Full evacuation assistance: wheelchair and/or additional medical devices needed. Guided physical assistance: Student/staff is ambulatory with either stand-by assistance or hand held assistance. Students/staff may be visually or hearing impaired but able to evacuate with the assistance of a 'buddy'. Special planning: student/staff is ambulatory but may respond inappropriately to an evacuation order due to mental or sensory deficits or behavior issues.
- Determine what type of student/staff member assistance is required.
- Identify location of evacuation chairs and related equipment. Place of store equipment in areas designed to facilitate speedy evacuation for special needs students and staff members. Equipment should be accessible and not stored in locked areas.
- Post evacuation routes in every classroom. Indicate what routes are for general evacuation and what routes are for special needs evacuation.
- Assign evacuation assistants to each person who requires assistance during an evacuation.
- Evacuation assistants should be able to identify students/staff needing assistance; identify evacuation routes. Identify the location of emergency equipment. Identify interior/exterior safe locations. Communicate to the special needs evacuation coordinator when a student/staff is positioned at an area of rescue assistance or is not located for evacuation.
- Ensure that people with special needs are included in all emergency drills and that all evacuation equipment, routes, and areas of rescue assistance are utilized. Evacuation assistants must be provided the opportunity to participate and practice their role in a successful evacuation of a person with special needs. It is also important that the person with special needs understand and fully participate in practicing how their evacuation will be managed.
- Train/reacquaint staff with proper evacuation procedures on a regular basis.

SAFETY PLAN: REUNIFICATION

The purpose of the Safety Reunification Plan for San Pasqual Valley Unified School District is to reunite parents or guardians with students in the event of a disaster/emergency.

Parent/Student Report Areas:

- Administration will determine a primary and alternate parent report area. The location will be determined based on the nature/location of the crisis.
- Administration will assign staff to oversee the parent report area. The area may become congested; therefore, it is imperative to have the area properly designed to guard against confusion.
- Administration will determine a primary and an alternate student holding area. The actual area will be determined based on the nature and location of the crisis. If possible, students should be held in their classrooms to await pick-up.
- Administration shall assign staff/teachers to oversee the student holding area.
- Teachers will remain with their group of students and take attendance as soon as able to do so.
- The area may become congested and should be properly staffed in order to guard against confusion.
- Administration will designate a primary and an alternate student reunification assembly area. The actual area will be determined based on the nature/location of the crisis.
- Administration shall assign staff/teachers to oversee the student reunification assembly area. The actual area will be determined based on the nature/location of the crisis.

Reunification Processes and Responsibilities:

- Establish a parent/guardian check-in location.
- Deliver the students to an assembly area or a transportation area beyond the field of vision of parents/guardians.
- Conduct accountability, or attendance, of who is at the assembly area (student and staff).
- Once students are on-site, notify parents/guardians of the location.
- “Greeters” hand parents/guardians a Reunification Card, and help them understand the process.
- The parent/guardian completes the card and brings it to the check-in area. The procedure allows parents/guardians to self-sort during check-in, streamlining the process.
- Parent/guardian identification is verified. The card is split at the perforation, and the parent/guardian receives the bottom portion.
- Parent/guardian brings that to an area outside the student assembly area and hands it to a “Reunifier.”
- The “Reunifier” recovers a student from the assembly area and delivers them to the parent/guardian.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with less drama and anxiety.
- Medical, notification or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- In the end, successful reunification is about managing the student and parent experience.

Reunification Team Roles and Duties:

The following outlines the roles and duties of the Reunification Team. Not all these roles need to be filled for every reunification.

- Accountant: Assemble rosters of who is on site and assist in identifying missing students or staff. One person can fill the role of Accountant and Checker.
- Checkers: Verify ID and that the person is on the emergency contact roster. Direct parents to the accountant or the Reunification Area.
- Check-in Area Supervisor: Establishes and manages the check-in process. Supervises checkers and accountants.
- Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.
- Communications: Facilitate radio and other communication needs. May be combined with the PIO.
- Exit Accountant: Collects bottom slip of reunification card and checks students out once reunified. Can be combined with Exit Director role.
- Facilities: Coordinate any physical plant needs.
- Finance/Administration Chief: Establish and manage administrative staff.
- Flow Monitor: Assist with guiding traffic flow and assisting parents/guardians as needed.
- Greeters: Help and coordinates parent lines. Tell parents about the process. Help verify parents without ID.
- Greeter Supervisor: Establishes and manages the greeting area, Supervises greeters.
- Liaison Officer: Communicate with Fire, Medical or Law Enforcement.
- Logistics Chief: Establish and manage logistical staff.
- Nutrition Services: Provide snacks and water.
- Operations Chief: Establish and manage operational staff.
- Planning Chief: Establish and manage planning staff.
- Public Information Officer: Communicate with parents and press, if appropriate. Coordinate use of mass calls or text messages. May be combined with the communications role.
- Reunification Incident Commander Coordinates Priorities, Objectives, Strategies, and Tactics for an accountable, easy reunification of students with parents.
- Reunifier Take the bottom of the Reunification Card to Assembly Area, locate the student and bring them to Reunification Area.
- Reunification Area Supervisor Establishes and manages the reunification area. Supervises reunifies.
- Safety Officer Observe site and remedy safety concerns.

- Student Assembly Supervisor Establish and manage the Student Assembly Area.
- Transportation Directs transportation needs. May become a supervisor position.
- Victim Advocates/Mental Health Professionals Standby unless needed

SUSPENSION & EXPULSION DUE PROCESS (BP/AR 5144.1, 5144.2)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

- A. While on school grounds
- B. While going to or coming from school
- C. During the lunch period, whether on or off the school campus
- D. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority - Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

Authority to Expel - A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4.
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under “Grounds for Suspension and Expulsion: Grades K-12” and “Additional Grounds for Suspension and Expulsion: Grades 4-12,” the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Site Discipline: Please see the site's Parent Student Handbooks found on www.spvusd.org for a copy of the site's discipline plan and guidelines for discipline.

Weapons and Dangerous Instruments (BP/AR 5131.7)

The District prohibits any students from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulations, in school buildings, on school grounds, or buses, at school – related or school sponsored activities away from school, or while going to or coming from school.

Employee Security and Safety (BP/AR 4158, 4258, 4358, and EC 49079)

The District's mission is to protect its staff from dangerous pupils, procedures and policies regarding this can be found in BP 4158 and EC 49079. Any employee whose violence or threat of violence has been directed in the workplace shall notify the Superintendent immediately.

Teacher Notification of Dangerous Pupils (EC 49079)

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.

NONDISCRIMINATION & HARASSMENT POLICY (BP/AR 5145.3)

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other education support programs, services, and activities. The Board prohibits at any district school or school activity, unlawful discrimination, harassment, intimidation and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; 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 a 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.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:
(Education Code 234.1; 5 CCR 4621)

Superintendent 676 Baseline Road, Winterhaven, CA 92283 (760) 572-0222

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment.

SEXUAL HARASSMENT POLICIES (BP/AR 5145.7. EC212/6[B])

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code [212.5](#); 5 CCR [4916](#))

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts, and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

DRESS AND GROOMING

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to always conceal undergarments. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

Cafeteria

All parents and/or guardians who wish to enter the cafeteria must sign in and obtain a visitors pass from their child's school office before they will be allowed to enter the cafeteria. The visitors pass grants permission for a parent and/or guardian to access the cafeteria only. Parents may not leave the cafeteria to visit school sites or other areas of the school district. Parents and/or guardians who wish to remain in the cafeteria while their child eats will be provided a special seating area. This area is reserved for parents and/or guardians and their child or children. Other students may not sit in this area unless their parent or guardian is present.

Parents and/or guardians who wish to eat breakfast, may purchase a meal from the cafeteria for \$5.00. Meals provided to students are intended for student consumption. Parents may NOT take food from a child's plate.

School Sites

- All visitors must report to the school office when arriving or leaving the school premises.
- All visitors are required to wear a visitor's pass when on school premises.
- Under no circumstances, will school visitors be permitted to be left alone with students for any reason.
- It is possible that visitors may not be allowed at certain times of the school year or school day; such as, but not limited to, immediately before or after vacations or other breaks, while standardized testing or other student assessments are being conducted, or for any other reason deemed necessary by school personnel.
- When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.
- Access to particular classrooms or other instructional areas of the school will not be allowed upon the recommendation of the classroom teacher or as otherwise deemed necessary by the principal.
- Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions will be required of visitors, including but not limited to:
 - remaining in a designated area or seat
 - refraining from speaking to students while the class or activity is in session
 - refraining from entering or leaving the area while an activity is underway
 - refraining from using any electronic or listening device
 - requiring that the visitor be chaperoned
 - limiting the duration of the visit to particular times or length of time
 - limiting the activities of the visitor to a particular purpose(s)

Visitors wishing to conference with teachers or administrators during the course of the school day must make arrangements in advance. Thank you for your cooperation and assistance in providing a safe school environment for your child.

DISCIPLINE/CONDUCT (BP/AR 5144, BP5150, 5131, EC35291 AND EC35291.5)

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility.

The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Student Conduct

Our District has an obligation to maintain discipline and safety on campus during the school day or for school sponsored events, off campus for school sponsored events, on the bus, and at the bus stop until the child reaches home. This is for the safety and security for all students and employees (BP3515). Schools will notify parents as soon as possible regarding student discipline infractions, not to interfere with maintaining safety and discipline, or violating the rights of the child or parents.

Students are responsible for their own successes and failures. A person develops positive self-esteem by making appropriate choices and by accepting responsibility for poor ones. IT is important that students understand that safe, proper and responsible behavior will be expected at all times. Disciplinary action will be taken when any individual's actions threaten the safety or others or interfere with the teachers' right to teach and the students' right to learn. Any staff member (e.g. teachers from any campus, substitutes, instructional assistants, cafeteria workers, bus drivers, custodians, office personnel or security) in the school has the right and responsibility to correct unruly individuals at any place on campus, or at school-sponsored events, at any time.

Students are accountable to school and district rules, as well as state and federal laws, from the time they leave for school, until they arrive at home or are in the custody of a parent/guardian.

General School Rules

- Follow directions the first time they are given.
- Keep hands, feet, and objects to yourself.
- Use appropriate language at all times.
- Leave snacks and personal property at home.

Cafeteria procedures

All students are expected to go through the cafeteria line for breakfast and lunch. Students must eat their breakfast and lunch in the cafeteria unless otherwise directed.

- Use inside voices.
- Remove hats and caps inside.
- Best manners are expected.
- Wash hands after using the restroom.
- No loitering (students should be seated, not standing)
- Clean up after yourself.

Closed Campus

San Pasqual Valley Unified School District has implemented a closed campus policy. Students are expected to be on site at all times during the school day. Students can eat a hot lunch or sandwich, fruit, fresh vegetables, and milk in the cafeteria. Students may not leave campus for lunch. Students found off campus without permission will be considered truant and disciplined accordingly.

Carrying Out Staff Directions

A student shall promptly carry out the directions of any staff member of the San Pasqual Valley Unified School District. The students may appeal the direction after carrying them out. Appeals should be made to a member of the administrative staff. Students who run, refuse to give proper identification, or fail to go to the Administrative Office when instructed to do so by any staff member will be subject to disciplinary action.

Care of School/District Property

Students are responsible for the care of all equipment and materials issued to them, including but not limited to books, ID cards, sports equipment, uniforms, and laptops/tablets. Students shall not deface walls or other school property by writing, painting, or carving on them. Both the student and parent are responsible for damage or loss of the above and will be required to pay fees to replace them.

Computers and the Internet

Students may have access to the internet only if they have a completed signed Internet Usage License Agreement. This use is a privilege and may be revoked if the student does not follow the rules regarding appropriate use of the internet or is found to be on inappropriate websites and/or pages.

BULLYING REPORTING PROCEDURES AND POLICIES (BP/AR 5131.2)

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences.
2. Discuss bullying prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
3. Identify the signs of bullying or harassing behavior.
4. Take immediate corrective action when bullying is observed.
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- The school system prohibits retaliatory behavior against a complainant or any participant in the complaint process.

HATE-MOTIVATED BEHAVIOR (BP5414.9)

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. 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 if they occur.

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

The Superintendent or designee shall provide safety devices and implement safeguards, methods, and processes that are reasonably necessary for the safety and health of employees in the workplace. (Labor Code 6401)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:
 - a. Recognition of employees who follow safe and healthful work practices.
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees, in a form readily understandable by all employees on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard
5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work

practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. Provision of training and instruction as follows:

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard.
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee

When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

2. Unobstructed access to the district's injury and illness prevention program through the district's server or web site, which allows an employee to review, print, and email the current version of the district's injury and illness prevention program.

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiogram evaluation and audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a district facility or district grounds are not near an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently

inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or

flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.
3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.

Protection from Communicable Diseases and Infections

The Superintendent or designee will develop and maintain an Exposure Control Plan for bloodborne pathogens, aligned with the district's Injury and Illness Prevention Program. The plan will include:

- Identification of job roles at risk for exposure
- Required safety measures (universal precautions, safety equipment, work practices)
- Access to the hepatitis B vaccine
- Employee training and information
- Procedures for follow-up if exposure occurs

This plan will be accessible to all employees, as required by law.
(8 CCR 5193; 29 CFR 1910.1030)

Infectious Disease Prevention Strategies

The district will implement measures to prevent and control the spread of diseases transmitted by air, skin contact, food, or other means. These include:

- Communication and training for staff, students, and families
- Temporary school closures and alternative instruction methods if necessary
- Health protocols such as social distancing, use of PPE, temperature checks, and screenings (as allowed by law)
- Regular cleaning and disinfecting of facilities and equipment

Coordination with Health Authorities

The school will follow guidance from the CDC and the Imperial County Public Health Department (ICPHD). In the event of a pandemic or outbreak, the Superintendent or administrator will coordinate directly with ICPHD.

The Superintendent or designee must report any known or suspected communicable disease to the local health officer immediately.
(17 CCR 2508)

Prevention

The goal of prevention is to raise awareness and reduce risk of illness. These actions help minimize student and staff absences during cold/flu season and potential flu pandemics:

- Staff Training: SPVUSD will educate staff on prevention at the start of the school year.
- Parent/Student Education: Schools will teach students and families about handwashing, cough/sneeze etiquette, and the importance of the annual flu vaccine. Signs will be posted in key areas to remind students and staff to wash their hands, use hand sanitizer, and follow other hygiene practices.
- Supplies: Keep soap, paper towels, tissues, and hand sanitizers stocked in key areas (restrooms, classroom/office entries).
- Cough/Sneeze Etiquette: Use tissues and dispose of them immediately. If needed, cough or sneeze into your upper sleeve or elbow.
- Symptom Awareness: Recognize flu and COVID-19 symptoms: fever, headache, muscle aches, chills, extreme tiredness, cough, runny nose.
- Stay Home When Sick: Students and staff should stay home if showing flu or COVID-19 symptoms.
- Reporting: Immediately report flu or COVID-19 symptoms in others to a school administrator or supervisor.