

Comprehensive School Safety Plan

2023-2024 School Year

School: La Presa Elementary School
Principal Name: Eddie Iriqui
District: La Mesa-Spring Valley School District
Address: 519 La Presa Avenue
Spring Valley, CA 91977
Date of Adoption:

Board Members

Rebecca McRae
Minerva Martinez Scott
Nathanial Allen
Brianna Coston
Caitlin Tiffany

Superintendent

David Feliciano

Approved by:

Name	Title	Signature	Date

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School 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 include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

Assessment of school crime committed on school campuses and at school-related functions

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion/Dues Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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 the 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))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. 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 the student's 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 (teacher suspension from class). (Education Code 48900)

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

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

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, 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

Final action to expel a student shall be taken by the Board and reported 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 Education Code 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.

As part of the Local Control and Accountability plan, the district will 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, 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.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that a school district must inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the s subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, those acts.

The La Mesa-Spring Valley School District provides this notification to all teachers who have a rostered student matching this criteria before the start of the school year. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the La Mesa-Spring Valley School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board 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 students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's website, and including it in student and staff handbooks. All district staff shall be trained regarding the 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 when 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 action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures 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 implement supportive 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

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(F) Dress and Grooming (EC 35183)

Dress and Grooming

The Governing Board values the identity of all students and believes that appropriate student clothing contributes to a positive and healthy learning environment. Students are expected to dress in a way that is appropriate for the school day and for school sponsored events. Student clothing should be suitable for school activities while being inclusive of a diverse range of identities.

The primary responsibility for a student's clothing resides with the student and their parent(s) or guardian(s). The school is responsible for ensuring that student clothing does not interfere with the health or safety of students or staff and that it does not contribute to a hostile or intimidating environment. The school must also ensure that dress code enforcement does not reinforce or increase marginalization or discrimination against any student because of their race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, household income, body type, or weight.

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.

Dress code policies 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)

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 students and staff as necessary.

To ensure effective and equitable enforcement, school staff shall implement the dress code policy consistently in accordance with the requirements below:

- Students shall not be required to kneel, bend over, or raise their arms to check clothing fit
- The width of straps, the length of shorts, or other worn articles of clothing shall not be measured
- Students shall not be called out for suspected dress code violations in front of other students
- Students shall not be accused of "distracting" others with their body, clothing, or appearance
- Student dress code enforcement shall not result in unnecessary barriers to school attendance
- The school shall not have discretion to vary the requirements of the dress code in ways that lead to discrimination of any student because of their race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, household income, body type, or weight.

Students found to be in violation of the dress code policy will be required to do one of the following:

1. Put on their own alternative clothing, if available at school
2. Wear temporary school clothing
3. Ask a parent/guardian to bring alternative clothing for the student

Repeated violations or refusal to comply with the dress code may result in appropriate disciplinary action.

Gang Related Apparel

When there is evidence of a gang presence that threatens to disrupt the school, the principal or designee may consult with the local law enforcement agency to establish a reasonable addendum to the dress code to prohibit gang-related apparel. Upon determining that it is necessary to protect the health and safety of the school environment, the proposed addendum shall be approved by the superintendent or designee prior to enforcement. (Education Code 35183)

Uniforms

In accordance with Education Code 35183, schools may initiate a uniform dress code policy, if it is determined that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide.

The superintendent or designee shall ensure that resources are made available to assist economically disadvantaged students in obtaining uniforms as needed.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

LPE Procedures for Safe Ingress and Egress

Morning drop off

Students enter the school from the front gate or back parking lot gate of the school between 7:50-8:15. These are the only points of entry for students in the morning. Parents can drive through the drop off zone located in the back parking lot or along the curb at the front of the school for drop off. Campus attendants are present to help with drop off.

Once students are on campus, they either go to the cafeteria for breakfast or go to the black top area located at the back of the school. Campus attendants are present to supervise children in these areas as well as admin staff. Teachers are vigilant of children, making sure students are within supervised areas.

Staff enters through the back parking lot gate or front gate.

After school pick up

Students are picked up in the same location as morning drop off. School dismisses at 2:35 pm and 1:20 pm on minimum days. Preschool dismisses students at 11:30. Parents may pull up to pick up their child using the drop-off/pick-up zone. Teachers and staff are also assigned a duty station to help escort children to their car. Safety patrol is present to help with pick up. They also help with crossing parents and students across the street. Preschool is dismissed at 11:30 am. Preschool, TK and Kindergarten students are picked up directly from their classroom, released by the teacher.

Supervision during school hours

Students are supervised by campus attendants and admin staff during first recess, lunch, and lunch recess. A daily schedule of recess and lunch times is attached.

Procedures for visitors:

All persons (employees, volunteers, visitors, District or outside workers, representatives of community agencies) over the age of 12 must sign in at the office and wear appropriate badges whenever on campus. They must sign in to the Ident-a-Kid System for clearance. Visitors may only enter and exit at the front gate. Front Gate has a camera system managed by office staff.

See Attachment for Schedule and Maps.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Student Disturbances

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.

See end of document for attachment.

Programs and Strategies

At La Presa Elementary, our student and staff safety is of the utmost highest priority. We have a very vigilant team that works closely at La Presa Elementary to ensure that our school is safe and secure at all times. At our school we have two main gates that gain access to our grounds. We keep both gates open from 7:50 am to 8:30 am in the morning. Once the bell rings at 8:15 am, we lock one of the gates and usher any student coming late to school to use the front gate where they are greeted by one of our campus attendants. Our after school procedures are very similar as gates open 5 minutes before the bell rings and parents and visitors are asked to wait by the front area of the school where there are two campus attendants who help supervise the crowd. Along with the extra staff who help supervise the gates, our school also has a camera installed in the front of the school that allows the main office to view the front part of our campus. Along with these items, our school has the following measures in place to help keep our school safe and secure:

EMERGENCY PROCEDURES FOR STUDENTS WITH DISABILITIES

Our school has a specialized special education program where we serve 30-35 students in special day classrooms. Some of our students have sensory needs and are sensitive to loud noise and sudden changes. Our school also has two visually impaired students and one student in a wheelchair who has cerebral palsy. Our safety plan has staff members assigned to each one of these students to ensure that they are safe and safely evacuated from our campus.

EMERGENCY DRILLS AND EXERCISE

Once a month, our school participates in either a Fire Drill, Earthquake Drill, Shelter In Place, or Lockdown procedure. Each classroom has procedures on what to do in each one of these situations. Practicing these drills is crucial and has become part of the norm here at our school. Our school has also participated in an off site evacuation drill where our students were walked off campus to our assigned off site evacuation location a few blocks away from campus.

SCHOOL SOCIAL WORKER:

Our school has a full time school social worker that provides mental health services including: individual and group counseling, grief counseling, antibullying classroom presentations, interpersonal relationship skills building, and suicide risk assessment. Our school social worker provides parent workshops on topics dealing with positive behaviors, mental health supports (anxiety and depression), and appropriate use of technology to prevent cyberbullying amongst students.

EMERGENCY CARDS

Our school office manager and health attendant ensure that all emergency cards are kept on file and that current phone numbers and email addresses are up to date. Anytime a parent comes into our office, they are kindly asked if we have all of their current information up to date. Parents are also able to email our front office with up to date contact and emergency information on all of our students. We also maintain a database with employee emergency contact information that is updated every trimester.

VOLUNTEER AND VISITOR MANAGEMENT:

All visitors are asked to ring a doorbell at the front of the school and are buzzed in by our front office staff. Upon their entrance, they are asked to check in at the front desk. Once their identification is checked, they are asked to sign in to our database and a visitor badge is printed for them.

ADULT SUPERVISION

Our school has five campus supervisors who work throughout the day. They help supervise before and after school along with recess and lunch periods. The school principal along with the day custodian assist in the supervision of students during lunch. We also have a few classified personnel who are assigned to supervise during morning and afternoon recess. Our classroom teachers are assigned to supervise the after school dismissal as teachers are assigned to certain areas of the school to help supervise students.

BEFORE AND AFTER SCHOOL PROGRAMS

Our school offers a before and after school program for our students to keep them safe and supervised while parents are at work. Our program has a minimum of 6 adult supervisors who keep a watchful eye on our students and entertain them with various activities during their time there.

LION PRIDE

Our school has started the LION PRIDE which stands for Perseverance, Respect, Integrity, Determination, and Empathy. For 8 weeks, the school focuses on one of the character traits and teachers and school officials share examples and reward students for following the character traits. At the end of the trimester, a large LION PRIDE store is opened and students who are selected have an opportunity to pick a prize from the store. This teaches students about positive character traits and motivates them to earn tickets to enter in a raffle to have an opportunity to pick a prize.

ATTENDANCE PROGRAMS

Our school social worker and our health attendant have created a school wide attendance competition where classes who have the highest attendance rates have the opportunity to be recognized at a weekly all school assembly with classroom trophies. Those classes who earn multiple honors every week, earn an extra 10 minutes of recess.

SAFETY PATROL

Our school has a school safety patrol program with 20 student volunteers who support fellow students and ensure that they have a safe path to get to and from school.

SAFE SCHOOL AMBASSADORS

At LPE we have selected 20 students to support this program. These students work on interpersonal relationship skills to strengthen their day to day

COMFORTABLE ROOMS

At LPE we offer two safe rooms for our students to participate in. One of them is a sensory based room where our students with needs may access it as a resource to soothe their needs. In there, we have special equipment that will deescalate and help deregulate students who may need a break. We also offer an alternative to recess by having a safe room called the LION LOUNGE where students can go and spend time there during recess where it is a quieter and smaller environment compared to the playground.

See attachment

(K) Hate Crime Reporting Procedures and Policies

Hate Motivated Behavior

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

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

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated, and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

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 or other applicable procedure. 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.

Nondiscrimination/Harassment Policy

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

This policy shall apply to all acts constituting unlawful discrimination or harassment 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.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee may report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

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

Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district 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.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one

business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

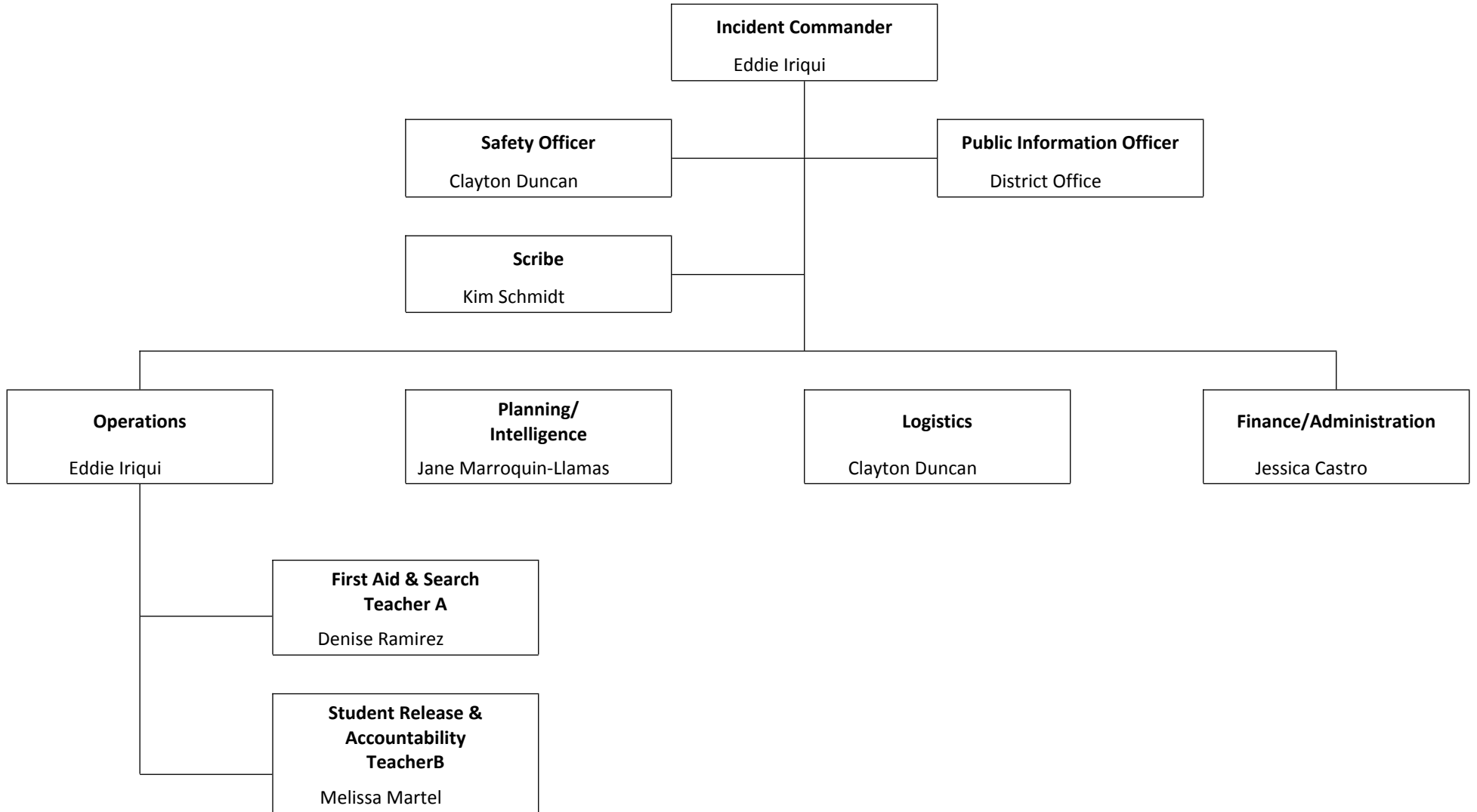
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Contact	Number
Police	Spring Valley Sheriff	619 660-7090
Police	La Mesa Police Department	619-667-1400
Police	El Cajon Police Department	619- 579-3311
Fire Department	San Miguel Fire Department	619-670-0500
Fire Department	La Mesa Fire Department	619.667.1355
Fire Department	El Cajon Fire Department	619-441-1601
Water District	Helix Water District	619-466-0585
Gas and Electric	SDGE	1-800-411-7343
Emergency Services	California Office of Emergency Services	1-800-852-7550
Hazardous Materials	San Diego Hazardous Materials Division	858-505-6880

La Presa Elementary School Incident Command System



Incident Command Staging Locations

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

Function	Primary Site	Secondary Site
Command Post	Lunch Tables Next to Office	Neighboring Culd-a-Sac: Pesca Ct. off San Diego St.
Media Staging (PIO)	Outside-Front of School	Sidewalk on San Diego St.
Security Team	Disperse Lunch Tables	Corner of San Diego St.
Search & Rescue	Next to Command Post	Driveway on Pesca Ct.
Medical	Black top Area: Primary to the left of field Upper grades to the right of field	Driveway on Pesca Ct.
Student Care	Blacktop Area: Classrooms lined up	Driveway on Pesca Ct.
Student Release Area	Front Gate: Only open gate to sign out students	Corner of San Diego Street and Pesca Ct.
Emergency Vehicles	Sand area on main playground	Corner of San Diego Street and Pesca Ct.

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. 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 school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

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.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

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.

Standardized Emergency Response Guidelines

Emergency Guidelines are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Guidelines in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Guidelines to implement, based on the situation by following the steps outlined below:

- Step One: Identify the Type of Emergency
- Step Two: Identify the Level of Emergency
- Step Three: Determine the Immediate Response Action
- Step Four: Communicate the Appropriate Response Action

The most common immediate emergency guidelines below are listed below. Staff members must become familiar with each emergency guideline and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency guidelines are implemented.

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	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 school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and • Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	<p>SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.</p>
	<p>SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</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 tornados.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows

Type	Definition
	<ul style="list-style-type: none"> ✓ Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>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>
EVACUATION	<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>
REUNIFICATION	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. 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 the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

EMERGENCY GUIDELINE – ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- DUCK, COVER and HOLD ON
- SHELTER IN PLACE
- EVACUATION and REVERSE EVACUATION
- STANDBY
- LOCKDOWN
- TAKE COVER

ANNOUNCEMENT:

- Make the following announcement in person directly or over the public address system.
- Use messengers with oral or written word as an alternate means of staff notification.
- Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the ALL CLEAR announcement.
- 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:

- As soon as the ALL CLEAR announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

EMERGENCY GUIDELINE – LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

- Make an announcement in person directly or over the public address system:

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students 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 it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY GUIDELINE – SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

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

- Potential threat of violence in the surrounding community
- Police activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN in which case, instruction immediately ceases and students and staff follow LOCKDOWN procedures.

SECURE CAMPUS:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for any reason
- Requires that students and staff remain in Secure Campus status until ALL CLEAR is issued by administration

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided
- Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately." -REPEAT-
- Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (NOT LOCK) all entrance and exit points on the campus perimeter
- Contact school resource officer or other security personnel and provide available information
- When able, alert Superintendent's office
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to LOCKDOWN
- If students are out at break , recess, or lunch and situation is deemed imminent, announce SECURE CAMPUS status and ask that all students return to assigned classrooms immediately
- If students are out at break, recess, or lunch and situation is NOT deemed imminent, initiate SECURE CAMPUS immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- After the emergency has been neutralized, initiate ALL CLEAR
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to LOCKDOWN
- Do NOT call office to ask questions; Incident Command will send out periodic updates
- Wait for another action or, if ALL CLEAR is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a pre-determined classroom location
- Proceed to on-campus shelter location as quickly as possible
- Once inside, take attendance to ensure all present students are accounted for
- By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
- Implement all classroom policies and procedures for SECURE CAMPUS status

- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

EMERGENCY GUIDELINE – SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

- Make an announcement in person directly or over the public address system

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the ALL CLEAR
- instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY GUIDELINE – TAKE COVER

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, the following:

- Actual attack or imminent threat of attack
- Severe windstorm with little or no warning

Attack or Imminent Treat of Attack

ANNOUNCEMENT:

- A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
- If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:
- Sound continuing short buzzer or bell signals.
- Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

- Make the following announcement in person directly or over the school public address system
- Sound continuing short buzzer or bell signals.
- Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY GUIDELINE – DUCK, COVER AND HOLD

DUCK, COVER AND HOLD is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

- An announcement will be made over the public address system and by teachers in classrooms.

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and
- **DUCK, COVER and HOLD.**
- Upon the command **DUCK, COVER AND HOLD**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY GUIDELINE – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. 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.

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

- Fire
- Explosion or threat of explosion
- Bomb threat
- Post-earthquake
- Chemical accident

ANNOUNCEMENT:

- Fire alarm (bell or horn signal).
- Provided time is available, make an announcement over the public address system
-
- Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce ALL CLEAR to return to classrooms and resume school activities.

- 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:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

EMERGENCY GUIDELINE – OFF-SITE EVACUATION

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

- Fire
- Explosion or threat of explosion
- Bomb threat
- Post-earthquake
- Chemical accident

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

- Fire alarm (bell or horn signal).
- Make an announcement over the public address system

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- 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:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- Remain in place until further instructions are given.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention
- Indicate directions with gestures
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible
- Use a sturdy chair (or one with wheels) to move person
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes 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 to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endangers the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

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 as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the Marin Humane Society 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.

Active Shooter / Armed Assault on Campus

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

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.
2. **Options: Run, Hide or Fight**
 - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - **Adults:** Warn them and take them with if you can but don't stop if they refuse to come.
 - **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.

- Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. A **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.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- **Fight** – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. **Law Enforcement:** If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **Extended Day Programs / After School Activities:** (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

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 at all possible.
 - Include as much actionable information on the announcement as possible.

Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."

- If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."

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. Movie theater complexes work well for this type of emergency.

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

Biological or Chemical Release

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological or chemical 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 supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological (e.g. anthrax, smallpox, plague, ricin etc.) or chemical release 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 principal.
- Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- 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 principal or site 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.

PRINCIPAL/SITE 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 OR CHEMICAL 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.

Bomb Threat/ Threat Of violence

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 manner in which 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.
- 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.

EMERGENCIES - 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.

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.

Disorderly Conduct

Disorderly conduct is behavior that is unauthorized 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 disorderly conduct, 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.

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.

Explosion or Risk Of 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/SITE 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 (shrubby, 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.

Fire in Surrounding Area

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/SITE 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.

Fire on School Grounds

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/SITE 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/SITE 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.

Flooding

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 as a result 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/SITE 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.

Loss or Failure Of Utilities

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/SITE 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.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property.

PRINCIPAL/SITE 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 to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

A pandemic is a rare global outbreak which can affect populations around the world. It is caused by a new illness to which people do not have immunity.

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure 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.
- 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 pandemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home as directed by public health authorities.
- Practice “infection control techniques”.
- Disinfect contaminated with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home, as directed by District Administration

Suspected Contamination of Food or Water

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/SITE 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.

Unlawful Demonstration or Walkout

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

PRINCIPAL/SITE 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

Emergency Evacuation Map

See end of document for attachment

La Mesa-Spring Valley School District

2023 Hazard and Vulnerability Assessment for La Presa Elementary School

Date: 11/2023

Staff Members Present and Job Responsibility: Jane Marroquin-Llamas (Site Safety Lead), Eddie Iriqui (principal), Clayton Duncan (Custodian)

As part of the Hazard and Vulnerability Assessment, the school safety team engaged in the following actions:

- ~~walked the school campus~~
- ~~walked the school boundary or fenceline~~
- ~~identified points of entry or exit to the campus~~
- ~~identified utility shut-off locations~~
 - Based on where its identified on map
- ~~Identified the knox box location~~
- ~~inspected the emergency water supply~~
 - Dates are current-refilled last year
- ~~considered the physical, environmental and school cultural conditions~~
- ~~considered safety issues related to the surrounding area.~~

Following this assessment the school safety team identified the following hazards and vulnerabilities at the site.

Physical, Environmental:

- Doors safety-Front gate remains locked, camera system installed
 - Visitors must check in with front office staff

School Cultural, Operational:

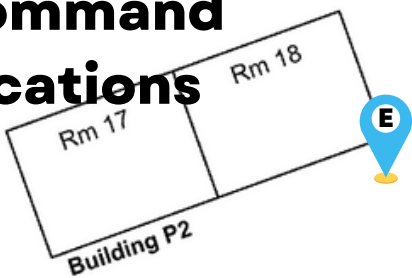
- Need a plan and have available support staff for physically disabled students (wheelchair, visually impaired)
- Need a plan/support for SDC classroom to help evacuate students or deal with behavior

Associated with the Surrounding Community:

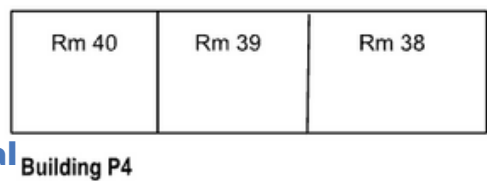
- Making sure each teacher has a key to open perimeter gates in case evacuation is needed.

Incident Command Staging Locations

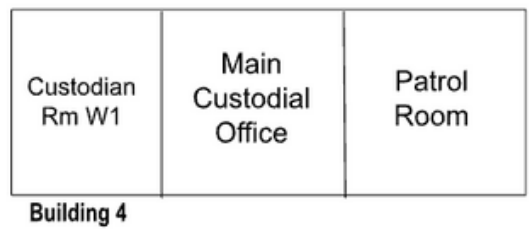
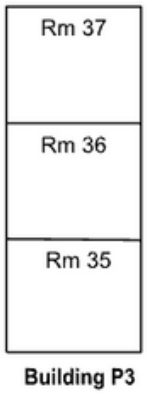
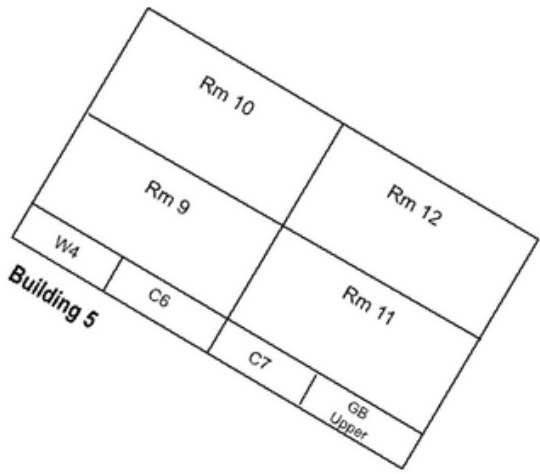
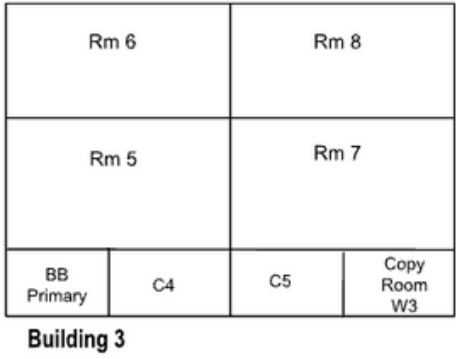
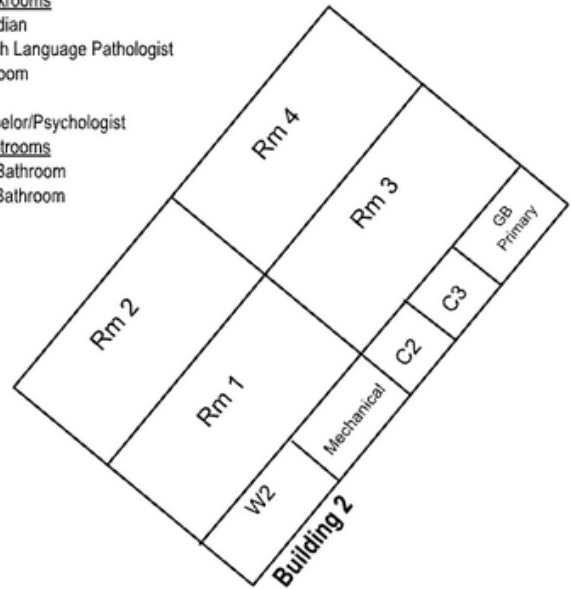
- Map Key
- Conference Rooms
- C1 = Special Room
- C2 =
- C3 =
- C4 =
- C5 =
- C6 =
- C7 =
- C8 = PTA
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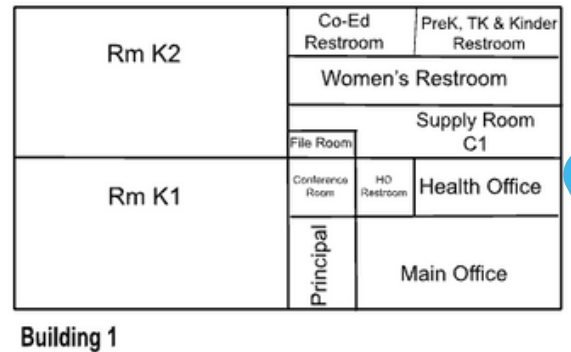
F Student Care
Blacktop
E Primary Medical **E Upper Medical**



H Emergency Vehicles



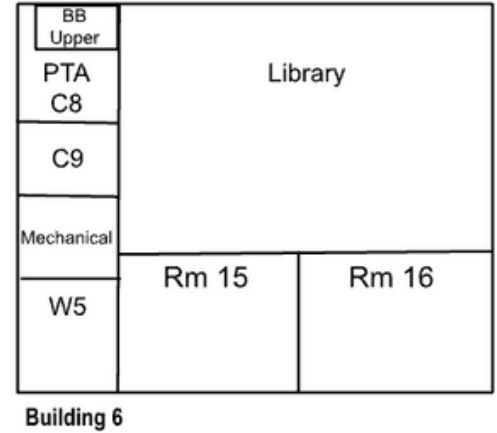
Kinder Playground



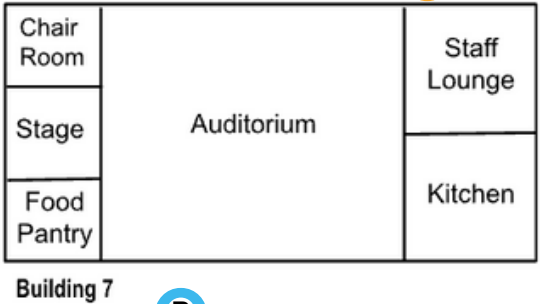
Lawn
D Search and Rescue



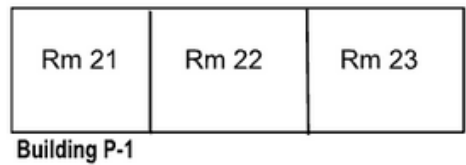
A Command Post **C Security Team**



G Student Release
Main Entrance



Back Entrance



B Media Staging

Back Parking Lot



LA MESA-SPRING VALLEY SCHOOLS

La Presa Elementary

519 La Presa Avenue
Spring Valley, CA 91977
619 668-5790
www.lmsvschools.org/LaPresa

At La Presa Elementary, our student and staff safety is of the utmost highest priority. We have a very vigilant team that works closely at La Presa Elementary to ensure that our school is safe and secure at all times. At our school we have two main gates that gain access to our grounds. We keep both gates open from 7:50 am to 8:30 am in the morning. Once the bell rings at 8:15 am, we lock one of the gates and usher any student coming late to school to use the front gate where they are greeted by one of our campus attendants. Our after school procedures are very similar as gates open 5 minutes before the bell rings and parents and visitors are asked to wait by the front area of the school where there are two campus attendants who help supervise the crowd. Along with the extra staff who help supervise the gates, our school also has a camera installed in the front of the school that allows the main office to view the front part of our campus. Along with these items, our school has the following measures in place to help keep our school safe and secure:

EMERGENCY PROCEDURES FOR STUDENTS WITH DISABILITIES

Our school has a specialized special education program where we serve 30-35 students in special day classrooms. Some of our students have sensory needs and are sensitive to loud noise and sudden changes. Our school also has two visually impaired students and one student in a wheelchair who has cerebral palsy. Our safety plan has staff members assigned to each one of these students to ensure that they are safe and safely evacuated from our campus.

EMERGENCY DRILLS AND EXERCISE

Once a month, our school participates in either a Fire Drill, Earthquake Drill, Shelter In Place, or Lockdown procedure. Each classroom has procedures on what to do in each one of these situations. Practicing these drills is crucial and has become part of the norm here at our school. Our school has also participated in an off site evacuation drill where our students were walked off campus to our assigned off site evacuation location a few blocks away from campus.

SCHOOL SOCIAL WORKER:

Our school has a full time school social worker that provides mental health services including: individual and group counseling, grief counseling, antibullying classroom presentations, interpersonal relationship skills building, and suicide risk assessment. Our school social worker provides parent workshops on topics dealing with positive behaviors, mental health supports (anxiety and depression), and appropriate use of technology to prevent cyberbullying amongst students.

EMERGENCY CARDS

Our school office manager and health attendant ensure that all emergency cards are kept on file and that current phone numbers and email addresses are up to date. Anytime a parent comes into our office, they are kindly asked if we have all of their current information up to date. Parents are also able to email our front office with up to date contact and emergency information on all of our students. We also maintain a database with employee emergency contact information that is updated every trimester.

VOLUNTEER AND VISITOR MANAGEMENT:

All visitors are asked to ring a doorbell at the front of the school and are buzzed in by our front office staff. Upon their entrance, they are asked to check in at the front desk. Once their identification is checked, they are asked to sign in to our database and a visitor badge is printed for them.



ADULT SUPERVISION

Our school has five campus supervisors who work throughout the day. They help supervise before and after school along with recess and lunch periods. The school principal along with the day custodian assist in the supervision of students during lunch. We also have a few classified personnel who are assigned to supervise during morning and afternoon recess. Our classroom teachers are assigned to supervise the after school dismissal as teachers are assigned to certain areas of the school to help supervise students.

BEFORE AND AFTER SCHOOL PROGRAMS

Our school offers a before and after school program for our students to keep them safe and supervised while parents are at work. Our program has a minimum of 6 adult supervisors who keep a watchful eye on our students and entertain them with various activities during their time there.

LION PRIDE

Our school has started the LION PRIDE which stands for Perseverance, Respect, Integrity, Determination, and Empathy. For 8 weeks, the school focuses on one of the character traits and teachers and school officials share examples and reward students for following the character traits. At the end of the trimester, a large LION PRIDE store is opened and students who are selected have an opportunity to pick a prize from the store. This teaches students about positive character traits and motivates them to earn tickets to enter in a raffle to have an opportunity to pick a prize.

ATTENDANCE PROGRAMS

Our school social worker and our health attendant have created a school wide attendance competition where classes who have the highest attendance rates have the opportunity to be recognized at a weekly all school assembly with classroom trophies. Those classes who earn multiple honors every week, earn an extra 10 minutes of recess.

SAFETY PATROL

Our school has a school safety patrol program with 20 student volunteers who support fellow students and ensure that they have a safe path to get to and from school.

SAFE SCHOOL AMBASSADORS

At LPE we have selected 20 students to support this program. These students work on interpersonal relationship skills to strengthen their day to day

COMFORTABLE ROOMS

At LPE we offer two safe rooms for our students to participate in. One of them is a sensory based room where our students with needs may access it as a resource to soothe their needs. In there, we have special equipment that will deescalate and help deregulate students who may need a break. We also offer an alternative to recess by having a safe room called the LION LOUNGE where students can go and spend time there during recess where it is a quieter and smaller environment compared to the playground.

OFF SITE EVACUATION MAP

La Presa
Elementary School

La Presa Ave

San Diego St

San Diego St

Pesca Ct



ON SITE

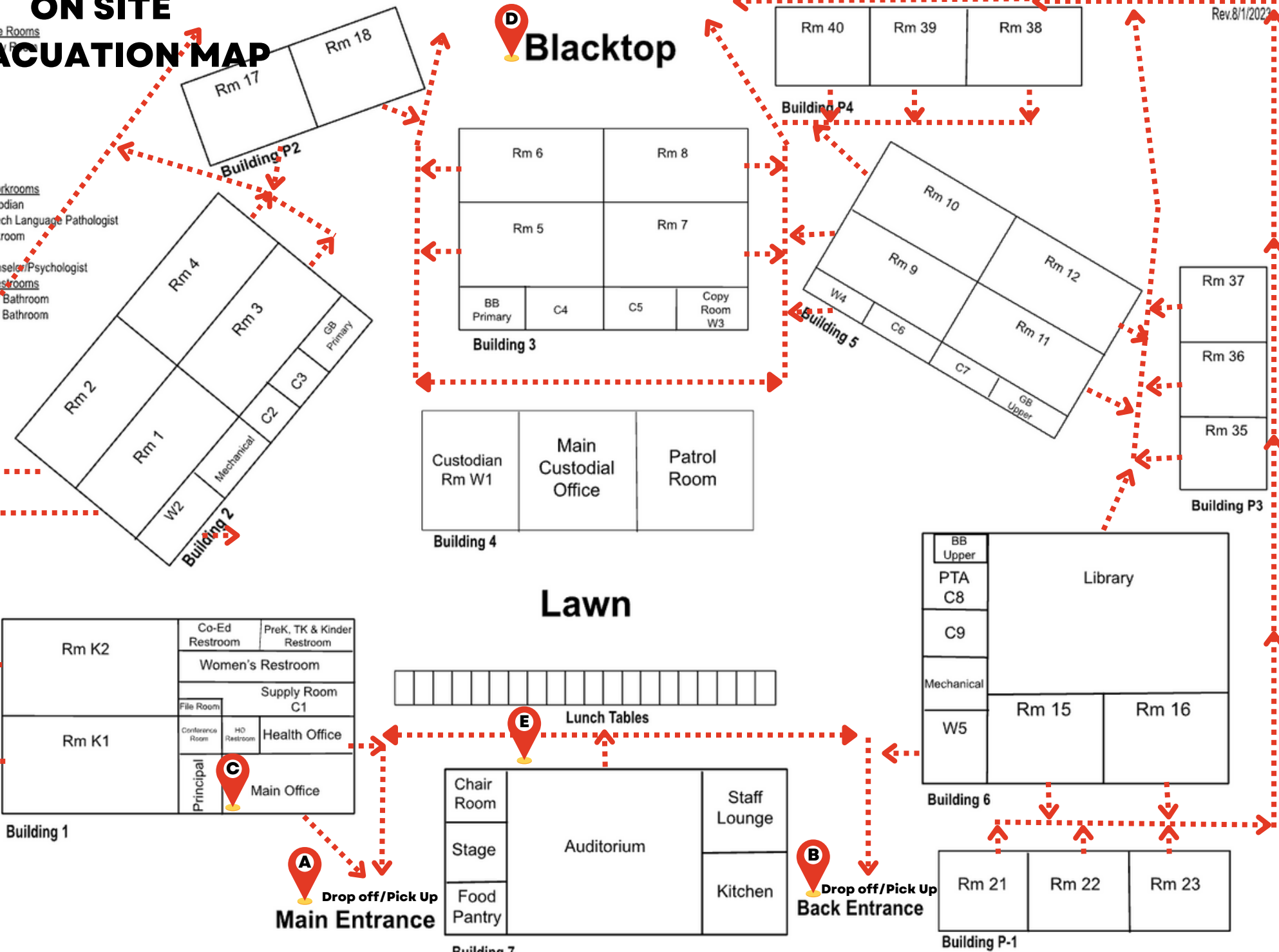
Map Key

- Conference Rooms
- Faculty Workrooms
- C3 =
- C4 =
- C5 =
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- W1 = Custodian
- W2 = Speech Language Pathologist
- W3 = Workroom
- W4 = LVN
- W5 = Counselor/Psychologist
- Student Restrooms
- BB = Boys' Bathroom
- GB = Girls' Bathroom

EVACUATION MAP

Kinder Playground

Blacktop



Back Parking Lot



LPE Procedures for Safe Ingress and Egress

Morning drop off

Students enter the school from the front gate or back parking lot gate of the school between 7:50-8:15. These are the only points of entry for students in the morning. Parents can drive through the drop off zone located in the back parking lot or along the curb at the front of the school for drop off. Campus attendants are present to help with drop off.

Once students are on campus, they either go to the cafeteria for breakfast or go to the black top area located at the back of the school. Campus attendants are present to supervise children in these areas as well as admin staff. Teachers are vigilant of children, making sure students are within supervised areas.

Staff enters through the back parking lot gate or front gate.

After school pick up

Students are picked up in the same location as morning drop off. School dismisses at 2:35 pm and 1:20 pm on minimum days. Preschool dismisses students at 11:30. Parents may pull up to pick up their child using the drop-off/pick-up zone. Teachers and staff are also assigned a duty station to help escort children to their car. Safety patrol is present to help with pick up. They also help with crossing parents and students across the street.

Preschool is dismissed at 11:30 am. Preschool, TK and Kindergarten students are picked up directly from their classroom, released by the teacher.

Supervision during school hours

Students are supervised by campus attendants and admin staff during first recess, lunch, and lunch recess. A daily schedule of recess and lunch times is attached.

Procedures for visitors:

All persons (employees, volunteers, visitors, District or outside workers, representatives of community agencies) over the age of 12 must sign in at the office and wear appropriate badges whenever on campus. They must sign in to the Ident-a-Kid System for clearance. Visitors may only enter and exit at the front gate. Front Gate has a camera system managed by office staff.



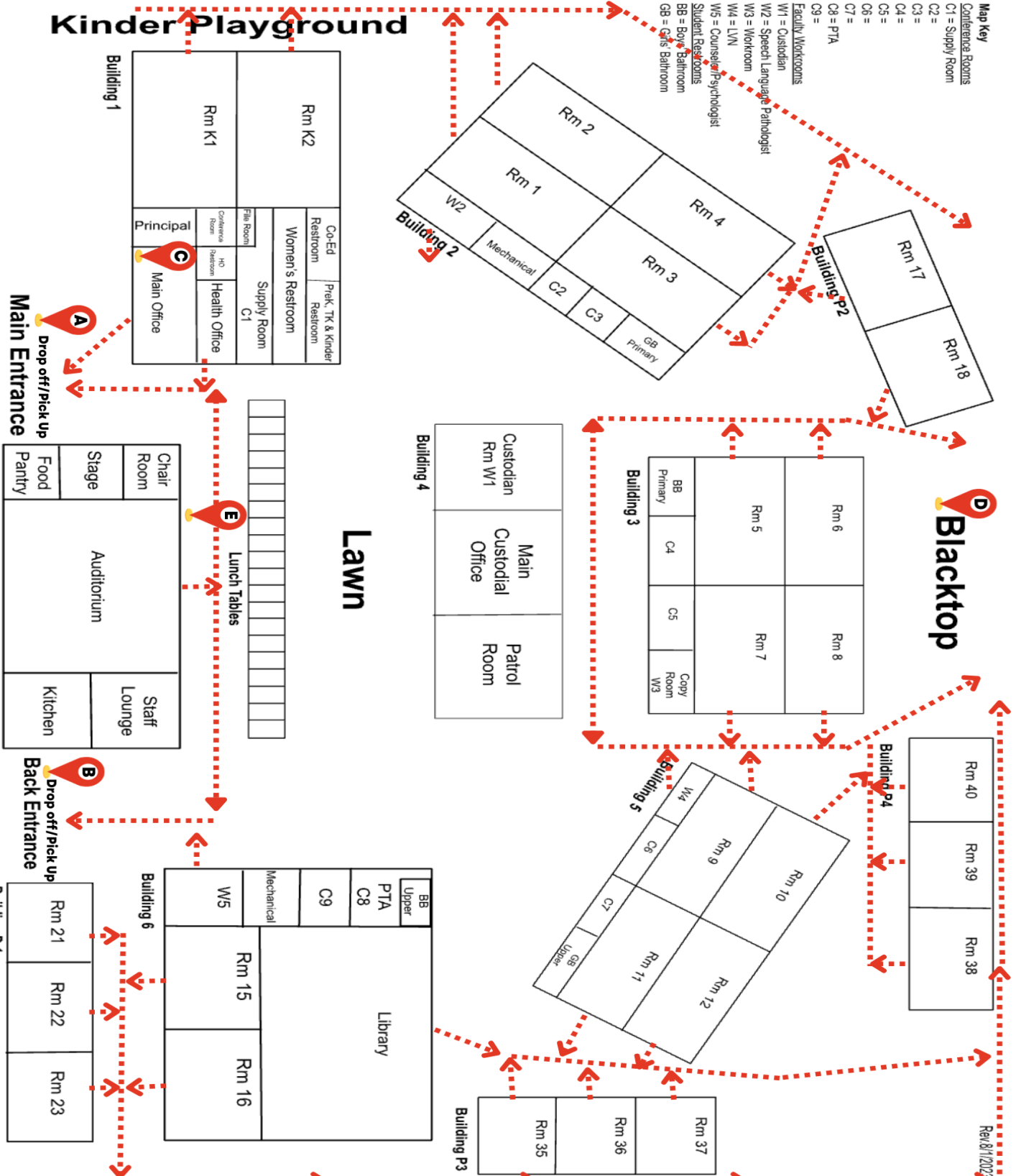
RECESS SCHEDULE 2023-2024

Grade	School Starts	Recess	Lunch	Dismissal
K, K/1	8:15	9:45-10:05 Kinder Playground	11:50-12:30 (Eat 11:50-12:10) (Recess 12:10-12:30)	2:35
1, 2 SDC 1/2/3	8:15	9:45-10:05 Big Playground	12:00-12:40 (Eat 12:00-12:20) (Recess 12:20-12:40)	2:35
3	8:15	9:45-10:05 Big Playground	12:40-1:20 (Eat 12:40-1:00) (Recess 1:00-1:20)	2:35
TK SDC TK/K/1	8:15	10:10-10:30 Kinder Playground	11:50-12:30 (Eat 11:50-12:10) (Recess 12:10-12:30)	2:35
4 SDC 4/5/6	8:15	10:10-10:30 Big Playground	12:40-1:20 (Eat 12:40-1:00) (Recess 1:00-1:20)	2:35
5, 6	8:15	10:10-10:30 Big Playground	12:20-1:00 (Eat 12:20-12:40) (Recess 12:40-1:00)	2:35



Map Key
 Conference Rooms
 C1 = Supply Room
 C2 =
 C3 =
 C4 =
 C5 =
 C6 =
 C7 =
 C8 = PTA
 C9 =

Facility Workrooms
 W1 = Custodian
 W2 = Speech Language Pathologist
 W3 = Workroom
 W4 = LVN
 W5 = Counselor/Psychologist
Student Restrooms
 BB = Boy's Bathroom
 GB = Girl's Bathroom



Rev 8/1/2024



**La Presa Elementary
Comprehensive School Safety Plan – Signature Page
2023/2024**

The undersigned members of the xxxx School Site Council certify that the requirements of California Education Code 32280*-32282 have been met in the development of the following Comprehensive School Safety Plan

Eddie Iriqui, Principal Date

Jack Moreno, Teacher Date

Rachel Abdelnour, Teacher Date

Nicole Miller, Teacher Date

Rosalinda Monroy, Parent Date

Yolanda Dorado, Parent Date

Juana Medina, Parent Date

Paty Limon, Parent Date

Lidia Garcia Santillan, Parent Date