

# **Monterey Hills Elementary School**

## **Comprehensive School Safety Plan 2017-2018**

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## Signature Page 2017-18 Safety Plan

The undersigned members of the School Site Council certify that the requirements for the school safety plan have been met.

Principal Signature

Print Name

School Site Council Chair Signature

Print Name

Certificated Member Signature

Print Name

Classified Member Signature

Print Name

Following any emergency, notify the district superintendent's office: (626) 441-1100

## Preface

The Comprehensive School Safety Plan process is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. It is designed to be an electronic and hardcopy safety plan. This document must be updated as necessary to meet site, district and community needs, forms or requirements. It is not intended to be a “grab and go” guide in an actual emergency.

**NOTE:** Some elements of this School Safety Plan are confidential. Copies of these confidential elements are secured at the school site and district office. These elements include: student and staff personal information, emergency evacuation, ingress/egress routes and other sensitive emergency contact information.

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# Chapter 1: School Safety Plan

## Introduction

This guide will provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Site Council's Safety Planning Committee of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals have been set for the upcoming school year.
2. The annual review and evaluation of the school's comprehensive safety plan which is certified by the members of the School Site Council and the school principal before being presented to the board of education for final review and adoption. This review includes the following mandated components:
  - Child Abuse reporting procedures
  - Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
  - Procedures to notify teachers and counselors of dangerous students
  - Sexual harassment policy
  - Safe ingress and egress to and from school
  - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning (discipline guidelines)
  - Dress code
  - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

## Staff Training Statement

The staff has been trained on the contents of this entire plan through an in-service.

## Implementation of Plan

The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.

## School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee (Education Code 35294.1). The school site safety committee is composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee

organization and other members, if desired (Education Code 35294.1). In addition, local law enforcement has been consulted (Education Code 39294.1).

## Chapter 2: Policies and Procedures

### Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan includes the following components (Education Code 35294.2):

- Child abuse reporting consistent with Penal Code 11166.
- Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- Sexual harassment policy pursuant to Education Code 212.5.
- Procedures for safe access and exit of students, parents/guardians, and employees to and from the school.
- The rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5 (Board Policy 5144, “discipline”) to create a safe and orderly environment conducive to learning at school.
- Inappropriate clothing will be addressed on a case-by-case basis.
- Routine and emergency disaster procedures, including: emergency and disaster preparedness plan, fire drills, bomb threats, earthquake emergency procedure system and transportation safety and emergencies.

### Statement of Rules and Procedures on School Discipline

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, assistant principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. (Education Code 44807)

The school follows a progressive discipline plan. Classrooms establish school rules that adhere to three school rules: be safe, be respectful and be responsible. Teachers have a set of positive reinforcements and a list of consequences they communicate with the class, parents and the school administration in order to maintain a positive classroom environment.

Character education is built through the implementation of Second Step curriculum and/or other curriculum to address social-emotional development. Additionally, the school abides by the Character Counts: Six Pillars (Trustworthy, Respectful, Responsibility, Fairness, Citizenship, & Caring).

### Notification to Students and Parents

Parents and students shall be notified of the district and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter. The discipline policy shall be reviewed annually with input from the site administrators, staff, and parents.

No student will be allowed to disrupt the normal school day activity or to compromise the health and safety of the campus.

### Dress Code

The District Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. A student who violates these standards shall be subject to appropriate disciplinary action. General expectations for students are that they not wear anything that would be considered a distraction to other students and that attire promotes personal safety.

### Pick-up and Drop-off Procedures

Drop-off your child(ren) no earlier than 7:55 am and pick-up promptly after school.

Meet your child(ren) in the front waiting area at dismissal times. Do not wait by the classrooms except if you have a teacher appointment. Children walking home are expected to leave school at their dismissal time.

Establish a routine plan with your child that is clear about where, when and with whom pick-up will occur.

Drive-through notes:

1. Outside lane (#2) will accommodate both childcare vans and cars.
2. Child(ren) need to enter your vehicle at the crosswalk area if you are in outside lane.
3. Be alert to traffic control assistant's safety directives.
4. Stop at the crosswalk zone at all times; located at Camino Cerrado and Via del Rey.
5. Keep up with traffic flow – re-circulate through lot as necessary.
6. Consider parking your vehicle on Via del Rey and meeting your child at a designated waiting area to help relieve traffic congestion.
7. Remember to curb your wheels to avoid a parking citation.
8. Consider carpooling.
9. **DO NOT:**
  - Leave your car unattended at any time.
  - Allow your child to wait for you in an unsupervised area on the site.
  - Allow your child to cross traffic lanes to enter your vehicle. (Use the lot crosswalk.)
  - Park in striped area at any time.
  - Park in handicap zone unless you have an authorization.
  - Park in any staff slot. Spaces are reserved for school personnel only.
  - Cross Via del Rey. Use the crossing guard's assistance at Camino Cerrado (this is the intersection just north of the school).
  - Park in RED zones on Via del Rey.
10. Park in WHITE zones except for loading and unloading.

**ALL STUDENTS:**

Need to wait in designated safety boxes watching for their pick-up. When the ride is spotted, students need to walk to the crosswalk or the curbside yellow restraining line.

Must remain in their designated area until siblings or friends (to rideshare or walk together) are dismissed from class.

May not go on to the playground after school.

## Suspension and Expulsion Policies

Per Education Code 48900(s), a pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the campus;
- during, or in route to and from, a school sponsored activity.

## Staff Notification of Dangerous Students

Education Code 49079 requires that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts (Education Code sections 48900 and 48915) for the three previous years.

The goal is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900. This plan has been reviewed with every district comprehensive school.

1. Aeries (the computerized student information system) entries under the #4 discipline tab will include a notation in the "SSA Date" that includes the date of the latest suspension under those Education Code tenets described above. SSA refers to the Safe School Act.
2. A subsequent offense, the date is changed to the most current offense. If a student enrolls from a court or community school or from any other school and we have a record that the student has committed a suspendable offense, site administration will ensure someone enters the enrollment date in the same field. It is the responsibility of the site administration to determine who will enter this information. When notice is received from any court that the students has committed any law violation which falls into any category outlined by Education Code 48900, the local school will enter the date of the offense into field #4 discipline tab.
3. This process will not replace the formal notification to teachers of offenses under Education Code 49079.
4. Teachers will keep this information available in their confidential classroom material for others (e.g., substitutes) to read when necessary.
5. Site administration will make every effort to contact a suspended student's teachers as soon as practical after the offense.

## Sexual Harassment Policy

### Definition

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature when any of four conditions are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education.
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.
3. The conduct or communication has the purpose or effect of “substantially interfering” with a person's education.
4. The conduct or communication creates a real or reasonably perceived “intimidating, hostile, or offensive” educational environment.

### Board Policy: “Sexual Harassment”

The board of education of the South Pasadena School Districts is deeply committed to the premise that on high school campuses, full participation in the educational process must be in an environment that is free from unlawful harassment and is nondiscriminatory with regard to race, color, national or ethnic origin, citizenship, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other basis protected by federal, state, or local law, ordinance, or regulation, or Title IX of the Education Amendments of 1972, The Board maintains a strict policy prohibiting unlawful harassment or discrimination on the basis of any of these protected areas.

### Complaint Procedure

Any employee or student may have a claim of harassment even if he or she has not lost a job, some economic benefit, or academic benefit in the case of students. The law prohibits any form of protected basis harassment that impairs an employee's or student's working ability or emotional well-being at work or school. Employees or students who think they are being harassed or discriminated against in the workplace or on campus because of their gender, race, national origin and/or other protected basis, should use the district's policy procedures to file a complaint.

Employees and students have the right of redress for unlawful harassment or discrimination. In order to secure this right, individuals must submit a complaint, preferably but not necessarily in writing, to their own or any other supervisor, the district's Assistant Superintendent of Personnel, the Superintendent, or in the case of students, to the school site administrator, as soon as possible, but at least within six months of the date the alleged incident occurred or within six months of the date the employee or student first obtained knowledge regarding the alleged incident. The complaint should include the details of the incident or incidents, the names of the individuals involved and the names of any witnesses.

### Staff-to-Staff, Staff-to-Student, and Student-to-Staff Complaint

A staff-to-staff and student-to-staff sexual harassment/discrimination complaint will be referred to the district's Assistant Superintendent of Human Resources, along with the original copy of the complaint form. The complaint will be kept highly confidential.

### Student-to-Student Complaint

This type of complaint will be handled by the site administrator or designee, following the district's guidelines on handling a sexual harassment complaint. The original copy of the complaint and disposition shall be forwarded to the office of Student Services.

### **Knowledge of Student-to-Student and Staff-to-Student Sexual Harassment**

Staff having knowledge of any alleged sexual harassment activity will report that information to the school's administration. It is the administration's responsibility to make sure that the proper process is used to respond to the complaint.

## **Mandated Reporting**

### **Definition of Child Abuse**

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury); and the physical or emotional neglect of a child or abuse in out-of-home care.

### **Child Abuse**

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs
- Unusual and willful cruelty; unjustifiable punishment
- Unlawful corporal punishment

### **Not Considered Child Abuse**

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer
- To quell a disturbance threatening injury to a person or damage property
- To prevent physical injury to another person or damage to property
- For the purposes of self-defense
- To obtain weapons or other dangerous objects within the control of a child
- To apprehend an escapee

## **Mandated Child Abuse Reporting**

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164.

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: the telephone call must be made immediately or as soon as possible by telephone AND a written report must be sent within 36 hours of the telephone call to Child Protective Services 1(800)540-4000.

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

## **Chapter 3: Drills and Emergency Disaster Procedures Authorities, References, and Definitions**

### ***California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)***

The California emergency Services Act provides the basic authorities for conducting emergency operations following a proclamation of a local emergency, state of emergency, or state of war emergency by the governor and/or appropriate local authorities, consistent with the provisions of this Act.

### ***California Government Code, Section 3100, Title 1, Division 4, Chapter 4***

Public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employee" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases: when a local emergency is proclaimed; when a state of emergency is proclaimed; or when a federal disaster declaration is made.

The law has two ramifications for school district employees:

1. It is likely that public school employees are pressed into service as disaster service workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee workers' compensation coverage becomes the responsibility of state government (Governor's Office of Emergency Services), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared. The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. It requires that school districts be prepared to respond to emergencies using State Emergency Management System (SEMS).

### ***California Civil Code, Chapter 9, Section 1799.102***

The code provides for Good Samaritan Liability for those providing emergency care at the scene of an emergency.

No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered (Good Samaritan Liability).

### **California Education Code Sections 35295-3529, 40041, and 40042**

The code requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

### **California Emergency Plan**

Promulgated by the governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

## **Definitions: Incidents, Emergencies, Disasters**

### **Incident**

An *incident* is an occurrence or event, either human caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

### **Emergency**

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of war emergency
- State of emergency
- State of local emergency

## **Disaster**

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed.

There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency. Emergency operations centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOC's.

## **Levels of Response**

Response levels are used to describe the type of event: the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to emergency proclamations issued by the head of local government.

### **Response Level 0 - Readiness and Routine Phase**

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

### **Response Level 3 - Local Emergency**

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer back-up, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

### **Response Level 2 - Local Disaster**

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with South Pasadena School District to respond. The affected cities and the County of South Pasadena will proclaim a local emergency. Then, the State of California may declare a state of emergency.

### **Response Level 1 - Major Disaster**

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of South Pasadena will proclaim a local emergency. Then, the State of California will declare a state of emergency. A presidential declaration of an emergency or major disaster is requested by the state. Examples of major disasters are the Jesusita Fire of May 2009 and La Conchita flooding in 2001. When local jurisdictions declare a state of emergency, the district board can declare the same.

## Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

### Prevention/Mitigation Phase

Prevention/mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

### Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan have either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOP) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with SOP, checklists, and are periodically trained in activation and execution.

### Response Phase

The response phase is the time when agencies implement previously prepared plans.

*Pre-Impact:* recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOC's may be activated and evacuation may begin.

*Immediate Impact:* emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts and EOC's may be activated and emergency instructions may be issued.

*Sustained:* As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

### Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

## Planning

Our school has identified the location of potential evacuation sites (on and off campus) based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency. The school has planned for:

- identifying the population of people with disabilities,
- determining proper signage and equipment,
- training staff to assist individuals with disabilities,
- coordinating with emergency response personnel.

## Procedures for Safe Ingress and Egress

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. The school map identifies evacuation areas and ingress/egress routes.. Details of routes are held confidential for security purposes.

### On-Campus Evacuation/Assembly Location

The primary evacuation site for Monterey Hills Elementary School will be on campus on the playground.

### Primary Off-Site Evacuation/Assembly Location

South Pasadena High School  
1401 Fremont Ave.  
South Pasadena, CA 91030

(626) 441-5820

Contact: Principal Janet Anderson

### Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the principal will: notify the superintendent of the campus evacuation, cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees, direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

In an emergency building evacuation all employees will:

1. Upon emergency alert, secure work area and depart/report to assigned area.
2. Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
3. Do not re-enter the building without permission or request of emergency service authorities.
4. Remain in the general assembly areas and calm students if not assigned another duty.
5. When signaled to re-enter safe areas of the school, quickly do so.
6. Upon safe re-entry, report anything amiss to the operations chief.

In an emergency building evacuation teachers will also:

1. Assemble students for evacuation using designated routes and account for all students.
2. Secure room.
3. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
4. Upon arrival at the assembly area, account for all students.

5. Secure medical treatment for injured students.
6. Report any students missing or left behind because of serious injuries.
7. Stay with and calm students.
8. If signaled to re-enter school, assure students do so calmly and account for all students.
9. Check room and report anything amiss to the team leader and/or operations chief.
10. Debrief students to calm fears about the evacuation.

### Signals

Specific communication techniques for all incidents might vary by school site due to functional alarm systems, intercoms, etc. There are two basic alarms systems: stay in place or evacuate. Specific incidents will dictate additional responses.

### Fire Drills

Principals shall hold fire drills at least once a month in all elementary schools.

- Whenever the fire alarm is sounded, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to appropriate personnel.
- The principal or designee shall keep a copy of each drill conducted.

### Standards for a Successful Fire Drill

1. The fire alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within five minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll again. Missing students are reported to the attendance office.

### Lockdown Drills

The school conducts lockdown drills along with other types of emergency planning. These drills initially involve more pre-planning and organization than conducting others.

The school conducts at least twice annually. There are a number of steps that are required in lockdown drills in order to be successful. They involve:

1. Conduct a staff meeting. Review expectations and standards in terms of:
  - Locking doors
  - Covering windows
  - Turning off lights
  - Reviewing classroom and all clear procedures
  - Reviewing off site evacuation locations.

2. Send a follow-up reminder memo to staff
3. Organize your assessment team. This also provides an excellent opportunity for your critical response team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks. Remember, this sets the tone for the importance of safety for students and staff on your campus.

### Lockdown

A lockdown alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. This is also true for students who may need to become resources for substitutes or who are alone when an event occurs. Remember, the lockdown response is a partnership with local law enforcement.

### Immediate actions

1. Students and staff go into classrooms/buildings or run to off-site evacuation areas.
2. Lockdown includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
3. Notify administration.
4. Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
5. Administration notifies the superintendent.

### Intermediate activities

1. Take roll and conduct anxiety-reducing activities.

### Evacuation

1. Prepare students and yourself for a quick evacuation.
2. Follow directions of law enforcement when they arrive.

### Shelter-In-Place

Shelter-in-Place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and “shelter-in-place” procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a shelter-in-place:

1. **Shelter**-Go inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.
2. **Shut**-Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
3. **Listen**-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

### **Additional steps for teachers and staff (if appropriate)**

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
2. A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
3. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
4. Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

## **District and Parent Responsibilities for Students**

### **The Basic Plan**

The basic plan addresses the school’s responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with local, state, and federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The basic plan:

- Conforms to the federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing the school clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

### **Requirements**

The plan meets the requirements of South Pasadena County’s policies on emergency response and planning, the Standardized Emergency Management System (SEMS) operational area response, and defines the primary and support roles of the district and individual schools in after-incident damage assessment and reporting requirements.

### **Objectives**

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the district's facilities and properties.
- Enable the district to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the district emergency operations center (EOC).
- Provide for interface and coordination between sites and the county or city EOC in which they reside.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close

cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance. This planning has been accomplished.

### **District Responsibility**

If the superintendent declares a district emergency during the school day, the following procedures will be followed. All students will be required to remain at school or at an alternate safe site under the supervision of the school principal or other personnel assigned by the principal until regular dismissal time and released only then if it is considered safe or until released to an adult authorized by the parent or legal guardian whose name appears on district records. If students are on their way to school, they should continue to on their way to school. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

### **Staff Planning Suggestions**

Preparedness for emergencies starts with planning. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier. Each staff member needs to prepare their family and home for earthquakes and other emergencies. Staff members should have:

1. a 72-hour supply kit for the home,
2. a car kit, including comfortable clothes/shoes and medications,
3. developed a plan to reunite with their family,
4. a neighborhood preparedness program.

Preparedness brochures are available from the local chapter of the American Red Cross, [www.redcross.org](http://www.redcross.org), [www.prepare.org](http://www.prepare.org) or [www.ready.gov](http://www.ready.gov). If the disaster occurs during school time, smart emergency management recommends the child stay at school until the parent or a trusted friend (found on school emergency cards) picks up the child. Nobody can guess, especially in an earthquake, how impacted neighborhoods may be. This means the school staff will need to stay with the children. You can only do this if you are prepared at home. You must feel that your family can activate your family plan without you.

### **Parent Responsibility**

Parents and legal guardians of students will be provided with a Student Emergency Release fo Form each year. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

## Emergency Response Procedures Basic Actions

Most emergency responses are covered by the following basic actions.

### Stand By

Standby consists of bringing students into the classroom or holding them in the classroom pending further instruction.

### Leave Building

Leave building consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. Leave Building is appropriate for, but not limited to, the following emergencies:

- fire,
- peacetime bomb threat,
- chemical accident,
- explosion or threat of an explosion,
- following an earthquake,
- other similar occurrences that might make the building uninhabitable,
- at the onset of a lockdown alert, when teacher/supervisor has ascertained that leaving is the best option.

### Take Cover

Take cover consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, take cover consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat. Take cover is appropriate for, but not limited to, the following:

- severe windstorm (short warning),
- biological or chemical threat,
- sniper attack,
- rabid animal on school grounds.

### Drop

The beginning of a disaster itself ordinarily warrants this response. It consists of:

1. **Inside school buildings.** Immediately take cover under desks or tables and turn away from all windows and remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
2. **Outside of school buildings.** Earthquake: move away from buildings and take a protective position, if possible
3. **Explosion/nuclear attack.** Take a protective position. Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

### Go Home

Go home consists of dismissal of all classes and return of students to their homes by the most expeditious manner. Go Home is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, phone distribution lists, or other means will be requested.

### Directed Maintenance

No school personnel/students are allowed to re-enter a school facility until inspected by and authorized by appropriate school personnel which include maintenance and school administrators, and if applicable, police, fire, or city inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed. Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

### Directed Transportation

Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. Directed transportation consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area. This action is appropriate only when directed by the superintendent or designee, site administrator, police, fire, or OES. It may be appropriate for, but not limited to, movement away from: specified manmade emergency (shooting, etc.), chemical and biological gas alert, flood, fallout area, blast area and fire.

## Chapter 4: Earthquake Considerations

### Earthquake Overview

#### Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. The major effects of earthquakes are ground shaking and ground failure.

Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to manmade structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

#### Earthquake Size Descriptions (Richter Magnitude Intensity Effects)

**Minor Earthquake 1 to 3.9:** Only observed instrumentally or felt only near the epicenter.

**Small Earthquake 4 to 5.9:** Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter and may cause damage.

**Moderate Earthquake 6 to 6.9:** Moderate to severe earthquake range; fault rupture probable.

**Major Earthquake 7 to 7.9:** Landslides, liquefaction and ground failure triggered by shock waves.

**Great Earthquake 8 to 8+:** Damage extends over a broad area, depending on magnitude and other factors.

#### Standards for a Successful Earthquake Drill

The earthquake alarm can be heard by all staff and students. Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

1. duck or drop,
2. evacuation (via alternative routes, if appropriate),
3. accountability (teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.),
4. all clear (upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.).

#### Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs. The plan will also include the following:

1. Drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once per quarter in elementary schools.
2. Protective measures to be taken before, during, and following an earthquake.
3. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297) Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:
  - **Duck** or drop down on the floor.
  - Take **cover** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
  - **Hold** onto the furniture and be prepared to move with it. Stay in this position for at least one minute or, in a real situation, until shaking stops.
4. Evacuation. An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences with electric shock potential). Make it clear that a post earthquake route might differ from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas.
5. Accountability. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders. The principal or designee shall keep a copy of each drill conducted on the emergency drill report form and file a copy with the superintendent/designee.

## Earthquake Drop, Cover, and Hold

### Earthquake procedures in the classroom or office

1. At the first indication of ground movement, you should **drop** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
2. You should seek protective **cover** under or near desks, tables, or chairs in a kneeling or sitting position.
3. You should **hold** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the drop position until ground movement ends.

Be prepared to **DROP**, **COVER** and **HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### Earthquake procedures in other parts of the building

1. At the first indication of ground movement, you should *drop* to the ground.
2. Take *cover* under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### Earthquake procedures while outside

1. At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings.
2. *Drop* to the ground and *cover* the back of the neck with your hands. Be aware of aftershocks.
3. Do not enter buildings until it is determined safe to do so.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris. The bus driver is legally responsible for the welfare of student riders.

## Chapter 5: Special Considerations for Other Emergencies

### Fire

All classrooms and offices shall have an emergency exit sign and evacuation chart posted in a prominent location.

### Fire within a School Building

In the event that a fire is detected within a school building, use the following procedures:

1. The principal or designee will: order an evacuation if the fire alarm doesn't work, call 9-1-1 and notify the superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.

3. Teachers will close doors upon evacuating.
4. Teachers will take their roll books to the evacuation site and take roll.
5. Teachers will report any missing student(s) to their team supervisor/administrator.
6. The head custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
7. The head custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The head custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the superintendent or designee.

### **Fire near School**

The principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the fire department by calling 911.
3. Notify the superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the superintendent or designee.
5. Will review directed transportation procedures (to include planning for bus transportation).

### **Power Outage/Rolling Blackouts**

It is the district's intent to keep schools open during a power outage. During an actual outage or anticipated outage, affected sites will be contacted as soon as practicable. Once notified, turn off computers, monitors, printers, copiers, and lights when not in use or not needed.

### **Preparing for an Outage**

1. Update each student's emergency card.
2. Determine availability of portable lighting at site, e.g., flashlights & batteries.
3. Find out if when power is lost, do emergency lights go on and do the exit signs remain lit.
4. Clear away materials and boxes from hallways and pathways.
5. Ask your teachers to have alternative teaching methods and plans available.
6. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
7. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
8. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
9. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
10. Ask your staff and students to have seasonal warm clothing available.
11. Use surge protectors for all computer equipment, major appliances and electronic devices.

### **During an Outage**

1. Contact district maintenance office immediately if your site experiences a blackout.
2. Phones connected directly to a phone jack should still be operable.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

4. Use a buddy system when going to the restrooms.
5. Do not use barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
6. Do not use candles or gas lanterns.
7. Turn off computers, monitors, printers, copiers, and major appliances.
8. Shut off lights in unoccupied rooms.

Rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible. If a power outage is prolonged, the principal should contact the superintendent for directions (release students/staff, evacuation to another site, etc.).

## **Bomb Threat**

The person receiving the bomb threat will:

1. Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
2. Use the "bomb threat checklist" form (see chapter 10) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
3. The most important information is: When will the bomb explode and where is the bomb located?
4. Immediately after receiving the bomb threat, verbally notify the building administrator of the threat received.
5. Complete the "bomb threat checklist" form.
6. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves could trigger a bomb).

Building administrator will (if necessary):

1. Call 9-1-1 and give the following information: your name, call-back phone number, exact street location with the nearest cross street, nature of incident and number and location of people involved and/or injured.
2. Notify superintendent's office.
3. Evacuate involved buildings using fire drill procedures. Principal must have superintendent's permission to evacuate the entire site.
4. Implement a systematic inspection of the facilities to determine if everyone is out.
5. Secure all exits to prevent re-entry to buildings during the search period.
6. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
7. Re-occupy buildings only when proper authorities give clearance.

Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

## **Intruder on Campus**

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of criminal trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

### **Low Level**

Have the person(s) under suspicion kept under constant covert surveillance. Approach and greet the intruder in a polite and non-threatening manner. Identify yourself as a school official. Ask the intruder for

identification and what their purpose is for being on campus. Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers. If the intruder gives no indication of voluntarily leaving the premises, notify police and administration.

If intruder(s) are on playground or grounds at brunch or lunch time, outdoor supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed and lock exit doorstop cafeteria/gym. Consider activating shelter-in-place or lockdown alarm throughout rest of school as appropriate.

### **Hostage Situation**

Staff and students should sit quietly if the situation is in their presence and try to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures. Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard.

The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane. If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands.

Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her. Students should be taught to respond on their own when threatened.

Incidents can occur which leave no time for signals.

If students are outside and are unable to find access to a room, they should, depending on the situation, initiate "take cover" position or run in a zigzag fashion to the staging areas and stay calm. If and when possible, call administration and/or 9-1-1.

## **Poisoning, Chemical Spills, Hazardous Materials**

### **Poisoning**

If a student ingests a poisonous substance: call Poison Control Center Link Line 1-800-222-1222 and take appropriate first aid measures; call parents and notify the health office.

### **Chemical Spill on-site**

The following are guidelines for chemical spills:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate shelter-in-place protocol.
3. Secure the area (block points of entry).
4. Identify the chemical and follow the procedures for that particular chemical.
5. Notify the district office.

### Chemical Spill Off-Site Involving District Property

Notify the district office with the following information:

1. date, time, and exact location of the release or threatened release;
2. name and telephone number of person reporting;
3. type of chemical involved and the estimated quantity;
4. description of potential hazards presented by the spill;
5. document time and date notification made;
6. other emergency personnel responding (Highway Patrol, CALTRANS, etc.);
7. locate a fire extinguisher and have present, should the need arise;
8. place reflective triangles or traffic cones if in street or highway, do not light flares;
9. if spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

### Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill will complete a spill response evaluation. The incident must be reported to the superintendent within 24 hours of the spill.

### Spill Clean Up

Chemical spills may not be cleaned up by school personnel. Call the district operations office at 9634331. The cleanup will be coordinated through a designated contractor.

### Hazardous Substances

Hazardous substances include, but are not limited to the following: gasoline, lacquer, thinner, solvents, paint, motor oil, agricultural spray, diesel fuel, kerosene, stain, anti-freeze, airborne gases/fumes, and brake fluid.

Always call for assistance and extinguish all ignition sources, shut off main emergency switch to fuel pump, if appropriate, move appropriate fire extinguishing equipment to area, if possible, contain the spill to prevent further contamination, and move people/personnel away or evacuate from contamination area. If the spill poses an immediate student and staff hazard, all personnel should evacuate the area immediately. Move uphill and upwind, if possible.

### Vehicle Fuel Spill

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

1. Shut off emergency switch.
2. Avoid skin contact.
3. Isolate the spill from people and vehicles by blocking all points of entry.
4. Stop and evaluate any hazards.
5. Prevent discharge into storm drains.
6. Divert the flow by sealing off areas with absorbents.
7. Prevent runoff.

## Chapter6: Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

MHS school buildings, grounds, and equipment may be used by a public agency for mass care and welfare shelters during an emergency that affects public health or welfare.

## Types of First Aid responses

### Rescue breathing

1. Gently tilt the head back and lift the chin to open the airway.
2. Pinch the nose closed.
3. Give two slow breaths into the mouth.
4. Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
5. If you are doing the procedure correctly, you should see the chest rise and fall.

### Bleeding

1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

### Treatment for Shock

1. Do whatever is necessary to keep the person's body temperature as close to normal as possible.
2. Attempt to rule out a broken neck or back.
3. If no back or neck injury is present, slightly elevate the person's legs.

### Choking

1. Stand behind the person.
2. Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
3. Grasp your fist with your other hand, give an abdominal thrust.
4. Repeat until the object comes out.
5. If required, begin rescue breathing.

### Mass Casualty

In the event of a mass casualty incident (MCI)

1. Determine what the problem is and call 9-1-1 for local emergency services.
2. Identify the problem and give the school address.
3. Site administrators decide whether or not to activate the school site disaster first aid team protocols (See this plan for medical triage protocol).
4. Determine if problem will continue or if it is over.
5. School representative will meet incident command officer (fire department or police official) who will determine exact nature of incident.
6. Site administrators/first responders will implement mass casualty tracking.
7. Protocols as appropriate to the situation.

8. Keep calm, reassure students.
9. Fire department will notify appropriate agencies for additional help.
10. Crisis team will convene.
11. Contact superintendent to determine need to send students home

## Suicide Threats and Attempts

### Do's

1. Listen to what the person is saying and take her/his suicidal threat seriously, many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. Get help by contacting an appropriate Crisis Response Team (CRT) member. Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

### Don'ts

1. Don't leave the person alone for even a minute.
2. Don't act shocked or be sworn to secrecy.
3. Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

## Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care. Incidents involving large numbers of casualties, and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is most commonly used is the S.T.A.R.T. (Simple Triage and Rapid Treatment) plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

## TRIAGE Priorities

### Highest Priority - RED TAG

- Airway and breathing difficulties
- Cardiac arrest
- Uncontrolled or suspected severe bleeding
- Severe head injuries
- Severe medical problems
- Open chest or abdominal wounds
- Severe shock

### Second Priority - YELLOW TAG

- Burns
- Major multiple fractures
- Back injuries with or without spinal cord damage
- Fractures or other injuries of a minor nature

### Third Priority - GREEN TAG

### Lowest Priority – BLACK TAG

- Obviously mortal wounds where death appears reasonably certain
- Obviously deceased

### S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

During initial contact identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN.

Begin evaluating the non-ambulatory patients where they are lying. Assess respiration (normal, rapid, absent). If breathing is absent, open airway to see if breathing begins. If not breathing, tag BLACK (dead). DO NOT PERFORM CPR.

If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open). If respiration is normal, go to next step.

Assess perfusion (pulse, bleeding). Use the capillary refill test to check radial (wrist) pulse. If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED. If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.

Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control). Assess mental status (commands, movement). Use simple commands/tasks to assess. If patient cannot follow simple commands, tag RED. If patient can follow simple commands, they will be tagged YELLOW or GREEN.

## School Campus Map

Emergency evacuation, ingress, and egress routes are posted in every classroom. For security purposes, they are not provided here. Copies of actual routes are secured by the district office and school sites.

# SPUSD

**BOARD POLICIES  
AND  
ADMINISTRATIVE  
REGULATIONS**

# **SPUSD BOARD POLICIES AND ADMINISTRATIVE REGULATIONS**

**Board Policy 0450: Comprehensive Safety Plan**

**Administrative Regulation 0450: Comprehensive Safety Plan Board Policy 4110.11: Sexual Harassment**

**Administrative Regulation 4110.11: Sexual Harassment**

**Board Policy 4158: Employee Security**

**Administrative Regulation 4158: Employee Security**

**Board Policy 5119: Students Expelled from Other Districts**

**Administrative Regulation 5119: Students Expelled from Other Districts**

**Board Policy 5131.7: Weapons and Dangerous Instruments**

**Administrative Regulation 5131.7: Weapons and Dangerous Instruments**

**Board Policy 5132: Dress and Grooming**

**Administrative Regulation 5132: Dress and Grooming**

**Board Policy 5141.4: Child Abuse Prevention and Reporting**

**Administrative Regulation 5141.4: Child Abuse Prevention and Reporting**

**Board Policy 5144.1: Suspension and Expulsion/Due Process**

**Administrative Regulation 5144.1: Suspension and Expulsion/Due Process**

**Board Policy 5145.7: Sexual Harassment**

**Administrative Regulation 5145.7: Sexual Harassment**

**Mandated Reporting Form**