

Comprehensive School Safety Plan SB 187 Compliance Document

**2018-2019
School Year**

School: Monterey Hills Elementary School
CDS Code: 19650296022784
District: South Pasadena Unified School District
Address: 1624 Via Del Rey
South Pasadena, CA 91030
Date of Adoption: December 5, 2018

Approved by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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 <http://monterey.spusd.net> and MHS office.

Safety Plan Vision

Monterey Hills Elementary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Monterey Hills Elementary School Safety Committee

Assessment of School Safety

The results from 2017-18 Healthy Kids Survey indicate that 87% of the 5th grade class felt safe at school. However, approximately 44% of our students also indicated that they had been hit or pushed and 38% of our students had been called bad names or rumors had been spread about them.

The California Dashboard indicates that in 2017-2018 we had a chronic absenteeism rate of 6.3% at MHS up from 4.1% in 2016-2017. MHS English Learners subgroups had the greatest increase of 6.7%. Although this is a focus for all students, in order to provide additional support for English Learners, our communication regarding absences will be sent home in the student's language.

Chronic Absenteeism: A student is considered "chronically absent" if he or she is absent 10 percent or more of the instructional days they are enrolled to attend, including excused and unexcused absences.

Behavior Office Referrals for the 2017-2018 school year:

- 1 office referral for bullying
- 27 office referrals for Cause/Threaten Injury
- 4 office referrals for Disruption/Defiance

The California School Dashboard indicates that Monterey Hill's Suspension rate is down 0.8% from 2016-2017 and measured at 1.2% in 2017-2018.

Between August 1, 2017 to July 31, 2018, the following 1 incident was reported to the South Pasadena Police Department: traffic accident.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

In order to create a safe and supportive learning environment for all students, including all subgroups, the following action items will take place during the 2018-2019 school year:

1. Continue the rolling out of PBIS through the use of positive reinforcement cards.
2. Continue to implement a social-emotional curriculum including; Second Step, Tribes, How full is Your Bucket, and Six Pillars of Character.
3. Provide Common Sense Media curriculum to teach internet safety.
4. Investigate and monitor all bullying incidents.
- 4.1 Implement supplemental Second Step Unit on Anti-Bullying for any classroom that may need extra support.
5. Implement grade level community service projects in order to build empathy.
6. Presentation at PTA and SSC meetings to inform parents of Safety Plan and Anti-Bullying Policy.
- 6.1 Share with parents in PTA Newsletter.
7. Incorporate Cultural Arts Assemblies with program emphasis on building tolerance.
8. Revisit, review and inform students, parents and teachers of the Bully Intervention Plan through staff, PTA, SSC meetings as well as post on website.
9. District Attendance will implement additional monitoring and support protocol to improve chronic absenteeism.
10. Teacher Training on the 7 Habits.
11. Employ strategies to help with anxiety and promote reflection (i.e. chill room, yoga, Mind Yeti).
12. Group of teachers being training on restorative justice.

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

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.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Administrative Regulation
Emergencies And Disaster Preparedness Plan

AR 3516
Business and Noninstructional Operations

The district disaster preparedness plan shall be available to staff, students and the public in the office of the Superintendent and in the office of each principal. Individual school site disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with their site plan.

The Governing Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs. (Education Code 38132)

Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The principal or designee shall receive authorization from the Superintendent or designee before releasing students.
2. Individual students shall not leave a school site without receiving permission from the principal or designee.
3. If possible, staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The principal or designee shall record the release of all students.

Role of Staff

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

During an emergency, staff shall fulfill the following roles:

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

1. The principal or designee shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans. The principal or designee shall:
 - a. Direct evacuation of buildings
 - b. Arrange for transfer of students when their safety is threatened
 - c. Inform the Superintendent or designee of all emergency actions taken as soon as possible
 - d. Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records
 - e. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.
2. Teachers shall be responsible for supervision of students in their charge. Teachers shall:
 - a. Direct evacuation of students in their charge in accordance with the principal's instruction
 - b. Give the DROP command as necessary
 - c. Take attendance, stay with the students, and provide supervision
 - d. Report missing students to the principal or designee

- e. Send students in need of first aid to the school nurse or a person trained in first aid
3. Custodians are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians shall:
- a. Survey and report damage to the principal
 - b. Direct rescue operations as required
 - c. Direct fire-fighting efforts until regular fire-fighting personnel take over
 - d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
 - e. Disburse supplies and equipment as needed
4. The school secretary and secretarial staff shall:
- a. Report a fire or disaster to the appropriate authorities
 - b. Answer telephones and monitor radio emergency broadcasts
 - c. Provide for the safety of essential school records and documents
 - d. Assist the principal as needed
5. The school nurse shall:
- a. Administer first aid
 - b. Supervise the administration of first aid
 - c. Organize first aid and medical supplies
6. The director of food services or their designee shall direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students becomes necessary during a disaster.

Regulation SOUTH PASADENA UNIFIED SCHOOL DISTRICT
approved: August 19, 1997 South Pasadena, California

* School psychologist and school counselor shall provide support to students with disabilities and students with emotional needs by counseling and calming strategies.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.1	2.0	1.2	1.7	1.5	1.0	3.7	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Parents and students need to be aware that, according to California law, there are certain actions, which require suspension and may lead to expulsion. Students may be suspended/expelled if any of the acts are committed while on school grounds, going to or from school, and during a school-sponsored activity. A student may be suspended from school or recommended for expulsion if the superintendent or the Principal/designee of the school in which the student is enrolled determines that the pupil has:

- (a) Caused, attempted to cause or threatened to cause physical injury to another person.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal. (Includes possession of an imitation or replica of a firearm or other weapon.)
- (c) Unlawfully possessed, used, sold or otherwise furnished or been under the influence of, any controlled substance, as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged or negotiated to sell any controlled substance, as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, except as provided in Section 48901.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault
- (o) Harassed threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) A pupil may be suspended or expelled for acts that 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: 1) While on school grounds 2) While going to or coming from school 3) During the lunch period whether on or off the campus. 4) During, or while going to or coming from, a school sponsored activity.

(.2) Sexual harassment [E.C. Section 48900.2]

(.3) Causing, threatening to cause, or participating in an act of hate violence [E.C. Section 48900.0]

As per E.C. Section 48900.

Per Education Code 48900(s), a pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

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.

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

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 student 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.

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

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 work place 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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

California Education Code 35183

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dressup days and color days. Schools that have adopted school uniforms experience a “coming together feeling,” greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing “gang-related apparel” if the governing board of the school district approves a plan that may be initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months’ notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil’s parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

(Amended by Stats. 2003, Ch. 828, Sec. 10. Effective January 1, 2004.)

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

As students arrive on campus each morning, a campus supervisor and school administrator are strategically on campus to monitor student behavior.

Drop-off your child(ren) no earlier than 7:45 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 the parking 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.

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.

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.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

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

Component:

LCAP Goal: Enable Greater Achievement for All Students
Offer State-of-the-Art Curriculum & Instruction
Provide Parent Engagement Opportunities

Element:

As measured by Healthy Kids Survey 2019-2020, 92% of students will say they feel safe at school.

By creating a safe and supportive learning environment for all MHS students, the numbers of students scoring at or exceeding standards will increase by 4% in Math and ELA on the 2018-2019 CAASPP. Additionally, the number of students reporting that they feel safe at MHS will increase by 5% as measured by Healthy Kids Survey in 2019-2020 survey.

Opportunity for Improvement:

Formative and summative data will be collected and analyzed at the end of each trimester by the principal and teachers to determine if goals and objectives are being met and if intervention programs are working. Findings will be reflected in SSC minutes and grade level meeting minutes.

ELA and Math Benchmark Assessments: All students and the Hispanic and Economically Disadvantaged subgroups will show a 4% gain in proficiency/meeting standards by the end of the 2018/19 school year as measured by the ELA Math Benchmark Assessments.

CAASPP Results: All students and the Hispanic, Economically Disadvantaged subgroups will show a 4% gain in proficiency/meeting standards by the end of the 2018/19 school year as measured by the ELA and Math CAASPP Results.

CA Healthy Kids Survey Data: An increase of 5% on the number of students reporting they feel safe at school and a decrease of 10% of students who report that they have been hit or pushed and/or had been called bad names or rumors had been spread about them.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school.</p> <p>By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>1. Continue the rolling out of PBIS through the use of positive reinforcement cards.</p>	<p>TRRFCC tickets, classroom positive reinforcements</p>	<p>Assistant Principal, Principal, Teacher</p>	
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school.</p> <p>By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>2. Continue to implement a social-emotional curriculum including; Second Step, Tribes, How full is Your Bucket, and Six Pillars of Character.</p> <p>2.1 Teacher training on the 7 Habits.</p> <p>2.2 Employ strategies to help with anxiety and promote reflection (i.e. chill room, yoga, Mind Yeti)</p>	<p>Second Step Curriculum</p>	<p>Teachers</p>	
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school.</p> <p>By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>3. Provide Common Sense Media curriculum to teach internet safety.</p>	<p>Common Sense Media</p>	<p>Teachers, Computer Lab Assistant</p>	

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school. By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>4. Investigate and monitor all bullying incidents. 4.1 Implement supplemental Second Step Unit on Anti-Bullying for any classroom that may need extra support. 4.2 Group of teachers being trained on restorative justice.</p>	<p>Office referrals Second Step Curriculum</p>	<p>Principal, Assistant Principal, Teachers</p>	
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school. By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>5. Implement grade level community service projects in order to build empathy.</p>	<p>Classroom projects Student projects</p>	<p>Teachers, Assistant Principal, Principal</p>	
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school. By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>6. Presentation at PTA and SSC meetings to inform parents of Safety Plan and Anti-Bullying Policy. 6.1 Share with parents in PTA Newsletter</p>	<p>School Safety Plan Anti-Bullying Policy PTA Newsletters</p>	<p>Principal, Assistant Principal</p>	
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school. By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>7. Incorporate Cultural Arts Assemblies with program emphasis on building tolerance.</p>	<p>Cultural Arts Assemblies</p>	<p>PTA</p>	

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>As measured by Healthy Kids Survey, 92% of students will say they feel safe at school. By creating a safe and supportive learning environment for all students, including all subgroups, an increase of 4% students will score at standard in ELA and Math.</p>	<p>8. Revisit, review and inform students, parents and teachers Bully Intervention Plan through staff, PTA, SSC meetings as well as post on website.</p>	<p>Bully Intervention Plan</p>	<p>Counselor, Principal</p>	

Component:

LCAP Goal: Enable Greater Achievement for All Students
Offer State-of-the-Art Curriculum & Instruction
Parent Outreach

Element:

As measured by the California School Dashboard, chronic absenteeism will decrease by 2% in 2018-2019, by implementing a plan to address chronic absenteeism, which includes parent informational meetings, parent notifications and tardies and absences, and support provided by classroom teacher, administration, and District Attendance Counselor.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>As measure by the California School Dashboard, chronic absenteeism will decrease by 2% in 2019-2020, by implementing a plan to address chronic absenteeism, which includes parent informational meetings, parent notifications and tardies and absences, and support provided by classroom teacher, administration, and District Attendance Counselor.</p>	<ol style="list-style-type: none"> 1. Monitor absences through Aeries 1.1 Send parent letters home indicating amount of tardies and absences 1.2 Hold parent meetings 1.3 Hold SST meetings 1.4 Hold SART meetings as needed 1.5 Conduct home visits as needed 1.6 Conduct individual counseling as needed 1.7 Translating all parent notifications around absenteeism in Mandarin and Spanish. 	<p>Data from Aeries</p>	<p>Principal, Teachers, Attendance Clerk, and District Attendance Counselor</p>	
<p>As measure by the California School Dashboard, chronic absenteeism will decrease by 2% in 2019-2020, by implementing a plan to address chronic absenteeism, which includes parent informational meetings, parent notifications and tardies and absences, and support provided by classroom teacher, administration, and District Attendance Counselor.</p>	<ol style="list-style-type: none"> 2.0 Provide information on school website 	<p>School website</p>	<p>Principal</p>	

Objectives	Action Steps	Resources	Lead Person	Evaluation
As measure by the California School Dashboard, chronic absenteeism will decrease by 2% in 2019-2020, by implementing a plan to address chronic absenteeism, which includes parent informational meetings, parent notifications and tardies and absences, and support provided by classroom teacher, administration, and District Attendance Counselor.	3.0 Provide a safe and engaging school environment	Positive Behavior Support Clear Classroom and School Expectations Engaging lessons	Principal, Staff	

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Monterey Hills Elementary School Student Conduct Code

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).

35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal school days.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

(Amended by Stats. 2002, Ch. 1032, Sec. 3. Effective September 28, 2002.)

Bullying

BP 5131.2 Students

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

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

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

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

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

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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.

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)

Conduct Code Procedures

Three rules should guide all student choices on campus: Be Safe, Be Respectful and Be Responsible. Teachers typically work with children at the beginning of the school year to describe these rules and others that might be more specific in the classroom. Often students work with their teacher to describe how this looks and what these rules sound like.

Teachers reference the school rules in their class meetings; in their classroom management approach; during their Second Step lessons, or other social-emotional curriculum.

Staff members throughout the campus reward appropriate behaviors and correct students should that be necessary.

Bullying Procedures (ED 5131.2)

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. 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 his/her 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 - Uniform Complaint Procedures.

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.

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. 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.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(J) Hate Crime Reporting Procedures and Policies

BP 5145.9

Students

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee, and/or law enforcement, as appropriate.

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.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

Policy SOUTH PASADENA UNIFIED SCHOOL DISTRICT

adopted: April 20, 2010 South Pasadena, California

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

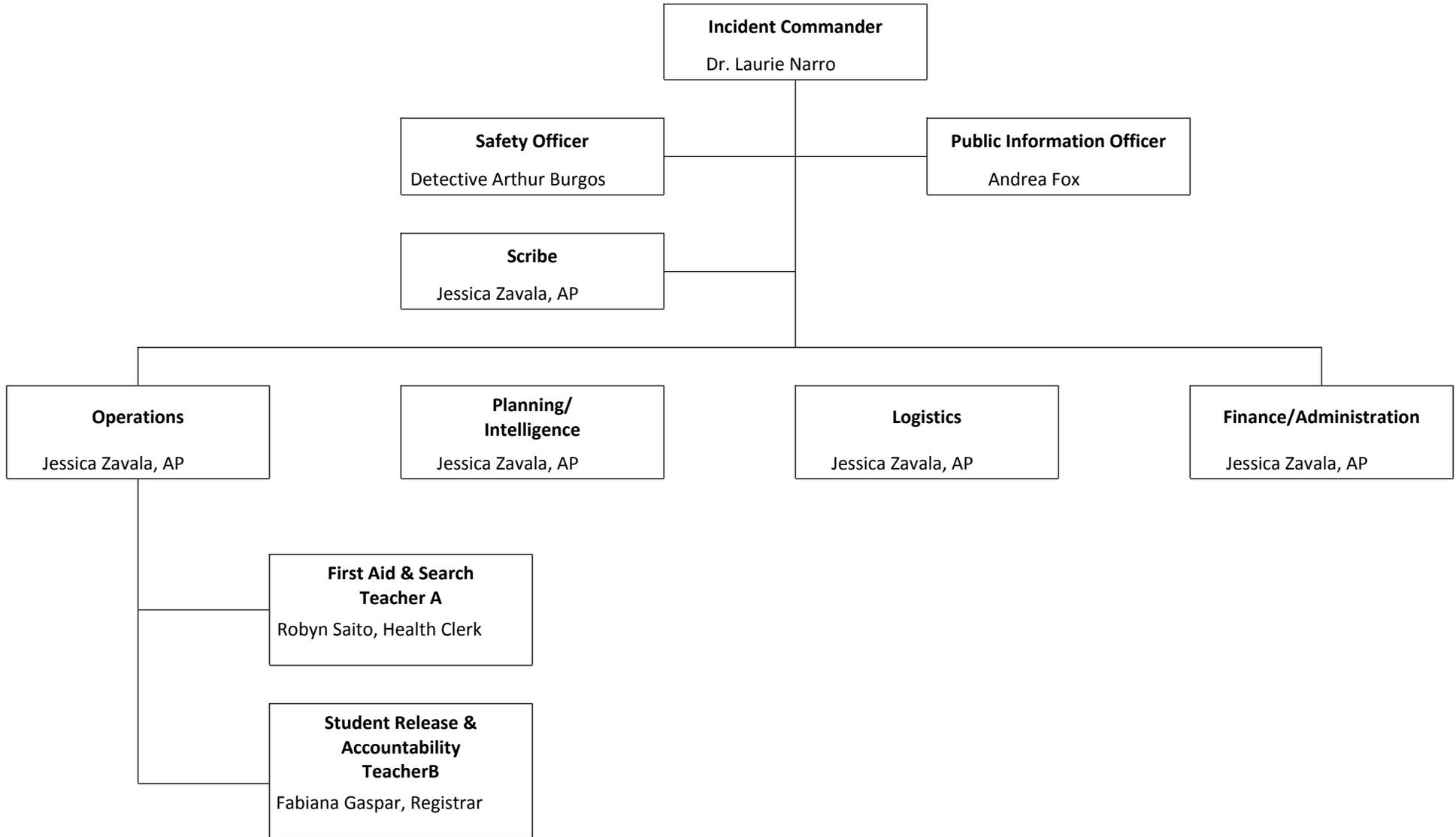
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	South Pasadena Unified School District	(626) 441-5810	
Law Enforcement/Fire/Paramedic	South Pasadena Fire Department	911	(626) 403-7300 - Business #
Emergency Services	South Pasadena Police Department	911	(626) 403-7297 - Dispatch #; (626) 441-1191 - Back up Dispatch #
City Services	South Pasadena City Hall	(626) 403-7200	
City Services	South Pasadena Parks & Recreation	(626) 403-7382	
City Services	South Pasadena Public Works	(626) 403-7240	
Local Hospitals	Huntington Hospital	(626) 421-7733	
Public Utilities	Southern California Edison	(800) 655-4555	
Public Utilities	Southern California Gas	(800) 427-2200	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff Meeting	December 11, 2018 at 3:10pm	Monterey Hills Elementary School
School Site Council Meeting	December 5, 2018 at 3:10pm	Monterey Hills Elementary School
PTA Meeting	February 6, 2019 at 6:30pm	Monterey Hills Elementary School
Detective/SRO Arthur Burgos (South Pasadena Police Department)	December 10, 2018 at 3:30pm	South Pasadena Unified School District
Operation Division Chief Battalion 9-A Eric Zanteson (South Pasadena Fire Department)	December 10, 2018 at 3:30pm	South Pasadena Unified School District

Monterey Hills Elementary School Incident Command System



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.

Emergency Response Guidelines

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

Animal Disturbance

Keep staff and students indoors. Call Animal Rescue and Control at (626) 792-7151 or 911.

Armed Assault on Campus

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 doors to 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 zig-zag fashion to the staging areas and stay calm. If and when possible, call administration and/or 9-1-1.

Biological or Chemical Release

Poisoning

If a student ingests a poisonous substance: call 911 and 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 963-4331. 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.

Bomb Threat/ Threat Of violence

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. 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. 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.

Earthquake

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 man made 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 announcement over the loud speaker can be heard by all staff and students. Immediately after the earthquake alert, all students, teachers and other employees shall:

1. DROP, COVER, and HOLD ON
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.

* Drop procedure drills are scheduled on the following dates: October 18, 2018, January 15, 2019, March 12, 2019, and May 14, 2019.

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 class roster, 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.

Fire in Surrounding Area

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 9-1-1.
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).

Fire on School Grounds

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 class roster 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.

Flooding

Principal will consult with District Office to determine if school will be open.
If in immediate danger, move to higher ground.

Loss or Failure Of Utilities

Principal will consult with District Office to determine if school will be open.
If school is open, the District Office team will provide guidance on food, water and/or restroom facilities.

Psychological Trauma

Bring the student to his/her counselor, the school psychologist, the school social worker, or a school administrator for a threat assessment.

If necessary, contact the Psychiatric Mobile Response Teams (PMRT) – (800) 854-7771

Psychiatric Mobile Response Teams (PMRT) consist of DMH clinicians designated per Welfare and Institutions Code 5150/ 5585 to perform evaluations for involuntary detention of individuals determined to be at risk of harming themselves or others or who are unable to provide food, clothing, or shelter as a result of a mental disorder.

If there is a life-threatening emergency, call 911.

Suspected Contamination of Food or Water

Unlawful Demonstration or Walkout

Principal stays on site to supervise students

Talk to students as they leave campus if this is manageable - 'Do you understand that you will be marked absent? Do your parents know you are leaving campus and will be unsupervised?'

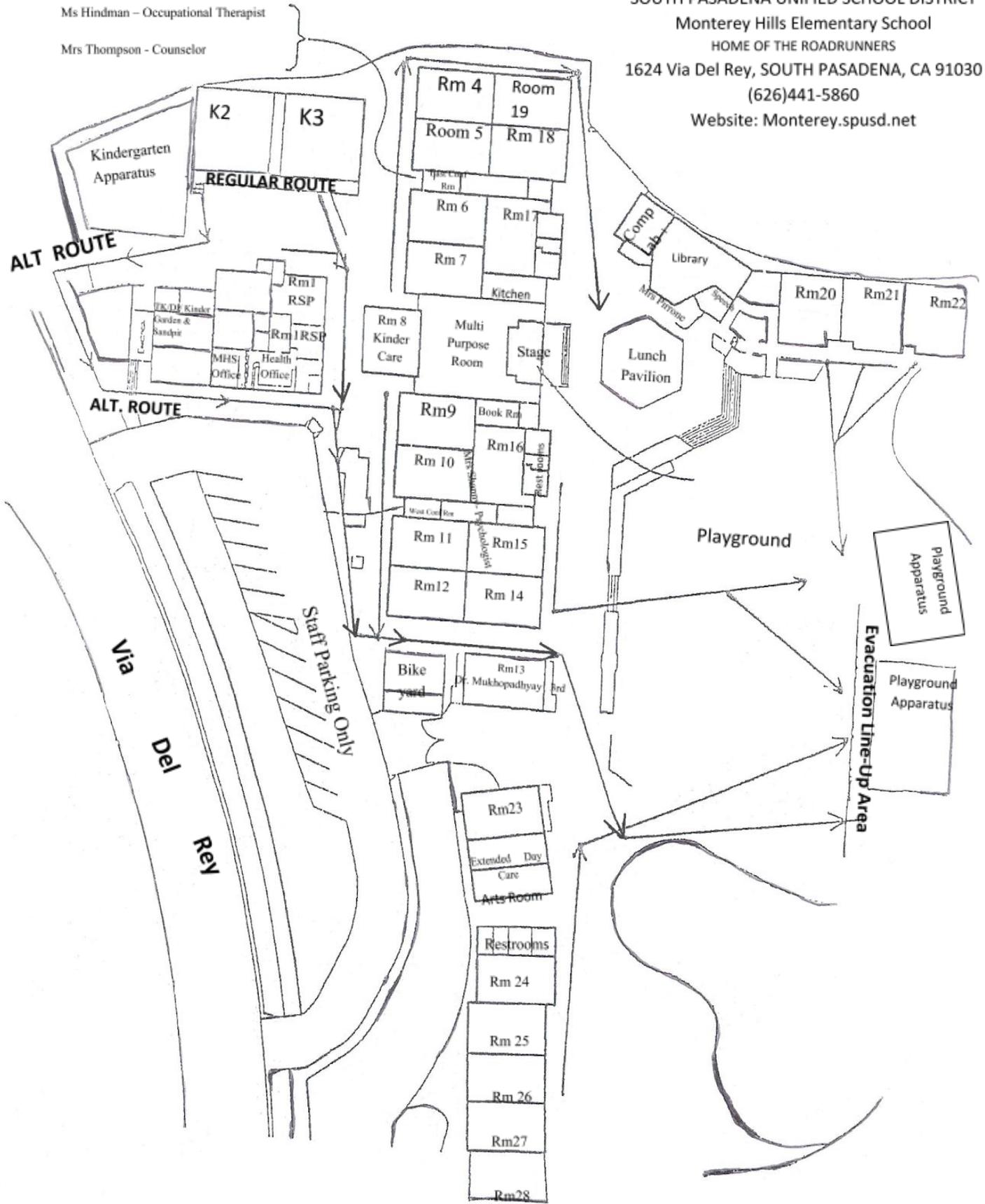
AP or Aps, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

Ms Hindman - Occupational Therapist

Mrs Thompson - Counselor

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Site Plan

