

# Comprehensive School Safety Plan SB 187 Compliance Document

**2021-2022  
School Year**

**School:** Haven Drive Middle School  
**CDS Code:** 15-63313-6008817  
**District:** Arvin Union School District  
**Address:** 341 Haven Drive  
Arvin CA, 93203  
**Date of Adoption:** February 15, 2022

**Approved by:**

Name	Title	Signature	Date
Calletano Gutierrez	Principal		
Spencer Ngugen	SSC President		

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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 Haven Drive Middle School.

### **Safety Plan Vision**

Haven Drive Middle School inspires students to become compassionate global citizens, equipped to collaborate, think critically and communicate effectively within a society that continues to evolve.

### **Purpose and Scope**

The Arvin Union School District (AUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving an AUSD school facility.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Haven Drive Middle School Safety Committee

Incident Command/Principal - Calletano Gutierrez  
Planning and Intelligence/School Secretary - Lissett DeLeon  
Operations/Vice Principal - David Adamson  
Logistics/Site Custodian - Carlos Reyes  
Administrator Finance/Categorical Clerk - Rosario Mendez  
Administrative Designee - Susie Gonzalez (Dean of SS), Alfredo Lopez  
Health Clerk - Emily Chavarria  
Campus Supervisor - Ericka Ramos  
MSW - Christian Munoz, Claudia Isarraras (Clinica Sierra Vista)

### Assessment of School Safety

The school campus is maintained by a custodial staff of several staff members. Staff and students at Haven Drive take pride in their clean, hazard free campus. Staff members are well trained to report potential safety hazards immediately. In rare cases of vandalism, the custodian follows a procedure for reporting to school personnel and makes every effort to repair the damage prior to the arrival of students.

Haven Drive Middle School faces the normal everyday challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning.

Haven Drive Middle School has an enrollment of 654 general education, seventh through eighth grade students. 97.7% of students are socioeconomically disadvantaged and 6.4% of our students have a disability. The ethnic makeup of the pupil population is 95.6% Hispanic, 3.5% White, 0.5% African American, and 0.0% Filipino. 50.3% of our students are English Learners, 6.4% homeless, and 0.3% are Foster Youth. Our students have a variety of life experiences. Some have recently arrived from out of the country or state while others have never left their neighborhood.

A Student Success Team (SST) meets on a weekly/monthly basis as needed and teachers are encouraged to bring any student before the team who is experiencing difficulty in the areas of attendance, behavior, or academics. The SST team includes the - Coordinator, classroom teacher, academic coach, the School Psychologist when available, the parents of the child, an administrator.

### CALIFORNIA HEALTHLY KIDS SURVEY (CHKS) Summary of Key Indicators of School Climate and Well Being

The following data are the key safety and school connectedness indicators from the 2018-19, 19-20, 20-21 California Healthy Kids Survey. The percentages represent the schools responses for 7th grade.

#### OVERALL SUPPORTS AND ENGAGEMENTS - Part I (st. agree & agree%/ neither agree or disagree%/disagree&st.dis%)

Meaningful Participation = 17% / 42% / 42%

Caring Relationships = 51% / 32% / 16%

Perceived School Safety = 41% / 50% / 8%

#### SCHOOL CLIMATE INDICATORS - Part II (st. agree & agree%/ neither agree or disagree%/disagree&st.dis%)

Fairness = 54% / 39% / 15%

Rule Clarity = 74% / 21% / 6%

Social Emotional Learning Supports (Conflict Resolution)= 61% / 30% / 9%

Anti-Bullying Messages = 66% / 24% / 10%

Parent Involvement in Education = 54% / 37% / 10%

The results of the California Healthy Kids Survey shows a need to develop the connectedness that students feel to the campus and building stronger caring relationships. To address these concerns, this safety plan will have action steps in the section 'A Safe and Orderly School Environment Conducive to Learning' under the second component "Haven Drive will increase Student Connectedness to Haven Drive as Measured by the California Healthy Kids Survey."

SCHOOL-WIDE INFORMATION SYSTEM (SWIS) summary of Key referral data for Haven Drive Middle School:  
Problem Behavior (Multiple Years)

Physical Aggression

2017-2018	28
2018-2019	16
2019-2020	13
2020-2021	0

Harassment

2017-2018	11
2018-2019	10
2019-2020	4
2020-2021	0

Bullying

2017-2018	9
2018-2019	4
2019-2020	1
2020-2021	0

Fighting

2017-2018	19
2018-2019	22
2019-2020	11
2020-2021	0

During the 2020-2021 school year, students attended school online, via distant learning. In this format, physical aggression and fighting are not a concern. There has been no specific reports of harassment or bullying during this time. The issues in this current format have evolved around student attendance and engagement. Overall attendance has been closer to normal; however, students, for a variety of reason, do not always attend every class within a day with the same consistency that would be expected if they were attending school physically. Class time engagement, likewise, does not currently have the same consistency that would be anticipated in a year in which students attend classes physically.

ATTENDANCE:

Distance Learning had a unique impact on absenteeism and Chronic Absenteeism. As Haven Drive returned to in-person teaching for the 2021-2022 school year, the impact of the Covid-19 pandemic still has a major negative effect on absences and chronic absenteeism, as students are ask to self-quarantine when displaying signs of Covid or are Covid-positive. Additionally, students in direct exposure or close contact will have the option of self-quarantining. To support these students in the continuation of their education, as well as, prevention of their absences, Teachers will provide lessons and work during the students' short-term independent studies via Canvas. Additionally, a site staff team will follow up with teachers and students that the students are actively participating in their short term independent studies.

Chronic absenteeism is a major focus for Haven Drive during the 2021-2022 school year. To ensure the success of decreasing chronic absenteeism, Haven Drive will have a Student Success Facilitator that will track student absences and tardies, will be the person making contact with parents and sending out notification, attending SARTs and SARBs, and developing positive behavior interventions related to attendance to motivate students attending school on time. If necessary, home visits will be conducted to support students and their family to get up and to school on-time every day.

SUSPENSION RATES

There were no suspensions in the school year 2020-2021

An action step to continue to improve our lower suspension numbers is to have implementation and refinement of ALA monitoring on campus. Our Dean of Student Success and Student Success Facilitator will continue to work on restorative processes to encourage and maintain positive behavior for our tier 2 and tier 3 students. Tier 2 and tier 3 intervention will be a major focus of support for our 'students with disabilities' subgroup. Visits to our ALA classroom and follow up with our students exiting ALA through a student log that is created by our ALA team to promote school belonging and connectedness with adults. This log is distributed to key members of the team in order to deploy in the classrooms where students have struggled in the past. Ongoing monitoring takes place via chats, speaking with teacher/instructional aides/support staff, providing direct guidance for student success and phone calls home when positive news is available to give to family. These are all action steps that will be implemented and monitored.

Our Vice Principal will continue to have weekly meetings with the ALA team to discuss better practices and systems in place to continue to support our students in need.

#### Annual Drill Schedule:

Once per month at the elementary:

8/25, 9/22, 10/20, 11/17, 12/8, 1/26, 2/23, 3/23, 4/20, 5/11 = all drills will be conducted in the am at approximately 8:15 am or in the afternoon at approximately 1:30 PM.

Specific Lockdown & Reverse Lockdown Drills are as follows:

Three per year (once each trimester); 09/22; 1/26; 4/20.

Earthquake Drills are as follows:

10/20

12/08

3/23

AED Drills are as follows:

4/4

AUSD is in the progress of expanding our district-wide Threat Assessment to include an AUSD Suicide Policy.

#### Selected Student-Reported Indicators (California Healthy Kids Survey)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	Change
Finish all classroom assignments	37	N/A	N/A	N/A	N/A
Absent 2 or more days in the past 30 days	27	25	29	31	+ 2
Fell a part of the school	59	62	64	52	-12
Adults at school care about you	29	63	68	60	- 8
Safety at school	54	54	64	41	- 23
Harassed at school	17	27	28	20	- 8
Parents ask about school	25	N/A	N/A	N/A	N/A

#### Selected Staff-Reported Indicators (California School Staff Survey)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	Change
Students are motivated to learn	7	N/A	N/A	94	N/A
Truancy is moderate/severe problem	48	41	N/A	N/A	N/A

School is a supportive/inviting place for students to learn	27	23	N/A	89	N/A
School is a supportive/inviting place for staff to work	18	31	N/A	77	N/A
School is a safe place for students	24	23	N/A	N/A	N/A
Harassment/bullying is moderate/severe problem	59	33	N/A	59	N/A
School is welcoming to/facilitates parent involvement	18	31	N/A	84	N/A
School has clean and well-maintained facilities	24	31	N/A	N/A	N/A

Suspensions and Expulsions			
School	2018-19	2019-20	2020-21
Suspensions Rate	4.3	3.82	0
Expulsions Rate	0.3	0.46	0
District	2018-19	2019-20	2020-21
Suspensions Rate	1.2	0.97	0
Expulsions Rate	0.1	0.1	0
State	2018-19	2019-20	2020-21
Suspensions Rate	3.5	N/A per SB 98	NC
Expulsions Rate	0.1	N/A per SB 98	NC

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

#### SCHOOL SAFETY STRATEGY #1:

Create a POSITIVE SCHOOL ENVIRONMENT that promotes physical and social-emotional safety, increases connectedness between students and staff/school, increases attendance, and reduces suspension rates by:

- Fostering positive pupil interpersonal relations, teaching and reinforcing expected behaviors, encouraging students to act with empathy toward others, and teaching pupils alternative appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills.
- School wide implementation of the PBIS system which has as objective to reduce the risk of violence by teaching students behavior expectations and appropriate strategies for dealing with expressing feelings in appropriate ways and resolving conflicts. Tier I provides interventions for all students while tier II and III target students who exhibit at risk behaviors.
- Offering opportunities for restorative alternatives such as reflective practices and student mentoring.
- Creating opportunities for student leadership, team sports participation, and extra curricular activities that connect students with school culture.
- Implementation of school wide attendance incentives and monitoring by our attendance advocate.
- Staff members at Haven Drive use a comprehensive approach to school violence prevention. Pupils are identified using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies in order to offer support in a timely manner. These measures include: (a) number of disciplinary referrals to office by using the 3-Minor Referral System, (b) observed aggressive behavior, and (c) teacher observation.

Components of this strategy:

1. Implementation of a school wide Tier I PBIS system aimed to support all students
2. Implementation of PBIS Tier II/ III systems of support for students who exhibit additional at risk behaviors
3. Restorative Opportunity with Alternative Resources/ ALA. Student alternative placement to provide an opportunity to restore and reflect.
4. Weekly SEL lessons provided through the Physical Education department, with SEL check-ins during Home Room.
5. Inclusion of community agencies such as:

- Clinica Sierra Vista providing mental health support for students and families outside of the district's capacity

6. Family Resource Center referrals for additional social resources outside of the school's capacity to provide additional support to student family.
7. Attendance advocate works closely with students and families who are truant. Incentives for perfect attendance are used school wide. Excessive absences and tardiness are continually monitored and when needed a SARB intervention meeting will be held.
8. Arvin Police Officers provide additional supports to Haven Drive Middle School only as needed.
9. Mental Health Support provided by school social worker team (one social worker as a part of Sierra Vista Clinica and one from Project 180). Social workers offer individual and group support as referred and needed.

#### Student Leadership and Extra Curricular Activities/Clubs:

1. Student Council
2. Safe School Ambassador Program
3. Advancement Via Individual Determination (AVID) Program
4. Gifted and Talented Education (G.A.T.E.) Program
5. Music Program
6. ASP Programs: ASES, 21st Cent., Dreambox, Coding
7. Red Ribbon Week
8. School Spirit Week

#### Student Incentives and Supports (some programs are postpone until in-person learning can safely resume)

1. P.B.I.S. rewards
2. Student Lounge
3. Attendance Rewards
4. Classroom Awards
5. Perfect Attendance Awards
6. Student of the Month celebration
7. Academic Student Field-trips
8. AR Program
9. Student Assemblies and Rallies
10. Parenting classes offered through the Haven Drive Parent Center.

#### SCHOOL SAFETY STRATEGY #2:

##### Physical Grounds and Active Supervision:

In addition to the fence that surrounds the school's perimeter, school administrators and school staff enhance physical safety by implementing Active Supervision Procedures that allow for maximum monitoring of the school grounds and of our students while school is in session. Supervisors will wear neon-colored vest to make themselves easily identifiable and will carry radios to increase effective communication. Implementing common strategies to promote school safety by utilizing the PBIS Matrix of Expected Behaviors promotes a common language and objectives that create consistency among students and staff at Haven Drive Middle School. Physically monitoring the school grounds on a daily basis is an expectation for maintenance, yard supervision, and administrative staff. Maintaining safe and clean school grounds provides for environments that are conducive to learning. In addition, creating timely plans for repairs of areas of campus that have eroded due to use is a priority. Providing staff development on best practices of supervision to all staff continues to be a critical component of our plan. At this time, all supervisory staff has been trained in Active Supervision Procedures, and PBIS practices.

Haven Drive Middle School employs a principal, vice principal, dean of student success, campus supervisor, and several yard duty aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal, vice principal and staff have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or inappropriate actions, the principal and vice-principal at Haven Drive make themselves available for pupils to safely report troubling behaviors that may lead to dangerous situations. Utilizing our Safe School Ambassador (SSA) program pupils are taught that if they hear or see a safety concern, they must report it (hear it, see it, report it). Effective relationships between the school administration, staff, yard supervisors and pupils help initiate appropriate investigations and help staff learn of suspects in school

offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

#### Campus Disturbances and Area Crimes

Haven Drive recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. The following procedures are in place in order to protect the school, staff, and pupils from safety threats:

##### a) Visitors and Disruptions to Educational Process

- Haven Drive is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. All visitors must use of ID as they enter the campus and must enter the their ID through the Raptor system that will scan them, log them, and create a sticker as a visitor pass that labels what part of the school the individuals are visiting.
- The school implements the policy of checking for ID before releasing students to authorized individuals.
- Haven Drive implements the policy to protect instructional times so every effort is made to minimize the number of visitors during class time.
- Access points to school grounds is limited and supervised on a regular basis by staff members. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily monitored. Delivery entrances used by vendors are also checked regularly.
- The campus has perimeter fencing.
- Haven Drive's administration and all staff on must wear district identification at all times
- School administration and indicated staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.
- Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

##### b)Physical Safety of Students and Student Supervision

- 1.The physical site is secured by fences and gates.
- 2.Staff members are placed at open gates to allow students free passage inside the school one –way in the mornings while monitoring visitors on campus.
- 3.Signs are displayed indicating required ID for student pick up at the front office. Students are released only to identified contacts on record with an ID.
- 4.Site ground employees keep the grounds clean and well-groomed.
- 5.Staff placed at bus gate to ensure correct and safe bus departure.
- 6.Site buildings are aging but renovation continues to maintain a safe campus structure and the addition of new construction currently taking place.
- 7.Yearly visits from the William’s Act visitors review the grounds. Each year, Haven Drive passes this important visit which demonstrates the school’s commitment in keeping our students safe
- 8.All school site gates and locks are checked frequently throughout the day and ensure that they are maintained.
- 9.Haven Drive Middle School staff have been trained to be vigilant, proactive, and aware of their surroundings and report anything that is outside of the ordinary.
- 10.Haven Drive Middle School’s Visitors may enter through the front door to be greeted by office personnel. If the visitor has “School Business”, the visitor will be allowed to get a “visitor’s pass” and proceed onto campus. This includes visiting for lunch. .
- 11.A physical map of Haven Drive Middle School is divided into quadrants is clearly labeled and distributed to local first responders and local law enforcement agencies. This will enable law enforcement to respond immediately to the located “emergency” on campus.
- 12.Haven Drive Middle School met with first responders, law enforcement agencies, school site council, and parents from Coffee with the Principal and discuss/reviewed the Safety School Plan to take input and informed of current implementation and strategies.
- 13.All classrooms stay locked during school operating hours to ensure safety while students are in school.

Additional measures to protect against the spread of COVID-19:

- School personnel are posted in highly visible areas for arrival, student breaks, lunch, and dismissal periods equipped with whistles, radios, and fanny packs with basic first aid supplies and bright vests.
- COVID health screening
- COVID Quarantine Room
- COVID Quarantine Restroom

- Face mask required at all time (with very few exceptions-eating, drinking, changing masks, and in a room by yourself with low foot traffic)

#### Youth Development Strategies

Current Youth Development Strategies that promote meaningful student leadership.

1.Haven Middle School has developed the following strategies that promote meaningful student leadership:

- Safe School Ambassadors Program
- School Site Student Council
- PBIS Team
- School Clubs and sport teams that provide additional student involvement and participation.

2.Haven Drive Middle School Administration follows the “Positive Behavior Incentive System” and this approach creates a substantial learning opportunity for our students:

- Be Prepared
- Act Responsibly
- Respect Others
- Keep Safe

The list above enables Haven Drive students to develop reasonable attributes and facilitate stronger and more resilient students who will have a greater opportunity to become leaders at Haven Drive Middle School and eventually extend their leadership skills to High School.

#### SCHOOL SAFETY STRATEGY #3:

Haven Drive has in place emergency procedures and plans to be enacted following any emergency situation such as:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat/ Threat Of violence
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion or Risk Of Explosion
- Fire in Surrounding Area
- Flooding
- Loss or Failure Of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Contamination of Food/Water
- Unlawful Demonstration or Walkout

The school continually practices and evaluates emergency drills and has designated teams to activate in the different scenarios. Please see each policy as included on this plan.

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

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)  
(cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)  
(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144 - Discipline)  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6145.2 - Athletic Competition)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably

suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the 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 report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)  
(cf. 1240 - Volunteer Assistance)

### Reporting Procedures

#### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Protective Services  
100 East California Avenue  
Bakersfield, CA 93307  
661-631-6011

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

#### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent

or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

### Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of

which is  
punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)  
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.  
(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.  
(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

## Regulation ARVIN UNION SCHOOL DISTRICT

approved: June 14. 2016 Arvin, California

### BP/AR5141.4 Child Abuse Prevention and Reporting

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

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

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

#### Child Abuse Reporting

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

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 0450 - Comprehensive Safety Plan)

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

#### Legal Reference:

##### EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

##### PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

##### WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

##### CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATION

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form: [http://www.ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf)

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway: <https://www.childwelfare.gov/can>

Policy ARVIN UNION SCHOOL DISTRICT

adopted: June 23, 2015 Arvin, California

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

**Disaster Plan (See Appendix C-F)**

## CIVIL DEFENSE AND DISASTER PLAN

THE FOLLOWING PLAN PROVIDES FOR THE DIRECTIONS TO BE TAKEN AT AUSD SCHOOL DURING ANY NATURAL OR MAN-MADE DISASTER. IT IS TO BE PROVIDED FOR EACH STAFF MEMBER THROUGH THE FORM OF INSERVICE, DISCUSSION AND IN WRITING. IT IS TO BE DRILLED AND PRACTICED BY THE STAFF AND STUDENTS UNDER THE DIRECTION OF THE PRINCIPAL.

### I. CHAIN OF COMMAND

PERSON ASSIGNMENT

PRINCIPAL AND VP COMMAND CENTER

SECRETARY MESSENGER CENTER

CLERK MESSENGER CENTER

SITE CUSTODIANS MAINTENANCE & SAFETY

CAFETERIA FOOD SERVICES

### II. EMERGENCY OPERATIONS ASSIGNMENTS

PERSON ASSIGNMENT REPORT TO

SECRETARY STAND BY TELEPHONE CAFETERIA & RADIO

CLERK STAND BY TELEPHONE CAFETERIA & RADIO

SITE CUSTODIANS TURN OFF NECESSARY GAS & CAFETERIA & RADIO  
WATER VALVES, ELECTRIC PANELS

PRINCIPAL/VP COORDINATION & COMMUNICATION CAFETERIA & RADIO

TEACHERS & AIDES FOLLOW REGULAR DISASTER DRILL  
PROCEDURES. IF STUDENTS ARE

MOVED TO THE CAFETERIA, TEACHERS  
& AIDES MUST ACCOMPANY THEM.

### III. COMMUNICATIONS

DISTRICT OFFICE.....661-854-6500  
SUPERINTENDENT.....661-854-6512, 661-747-8219 (CELL)  
ASST. SUPERINTENDENT.....661-854-6511, 661-428-8558 (CELL)  
CBO.....661-854-6507, 661-599-7239 (CELL)  
DIRECTOR, M.O.T.....661-854-6588, 661- 706-4344 (CELL)  
SUPERVISOR, TRANSPORTATION & SAFETY.....661-854-6565, 661- 903-0871 (CELL)  
DIRECTOR, FOOD SERVICES.....661-854-6543, 661- 754-0910 (CELL)  
DISTRICT NURSE..... 661-854-6523 Ext. 6500  
DISTRICT PSYCHOLOGIST..... 661-854-6534, 661- 742-2365 (CELL)  
TECHNOLOGY COORDINATOR..... 661-854-6524

#### IV. SPECIFIC CONSIDERATIONS

##### AIR POLLUTION

WHEN THE SCHOOL IS NOTIFIED OF SEVERE AIR POLLUTION, THE CHILDREN WILL BE KEPT IN THE BUILDING. THE SCHOOL WILL BE CLOSED ONLY IF NOTIFICATION IS RECEIVED FROM THE SUPT. OR DESIGNEE.

##### BOMB THREAT

IN THE EVENT OF A BOMB THREAT THE FIRE ALARM WILL BE IMMEDIATELY ACTIVATED AND THE BUILDING EVACUATED. THE POLICE DEPT. WILL BE NOTIFIED. ALL CHILDREN WILL REMAIN WITH THEIR TEACHERS ON THE PLAYGROUND OR OTHER DESIGNATED AREA UNTIL IT IS DECLARED SAFE TO RE-ENTER THE BUILDING BY THE PRINCIPAL.

##### CAMPUS DISORDER

IF A SERIOUS CAMPUS DISORDER OCCURS IMMEDIATELY NOTIFY THE OFFICE STAFF. THE OFFICE STAFF WILL NOTIFY THE ASSISTANT SUPERINTENDENT'S OFFICE AND THE POLICE DEPARTMENT. KEEP ALL STUDENTS IN THEIR CLASSROOMS UNTIL THE DISORDER IS RESOLVED.

##### CHEMICAL ACCIDENT

"SHELTER IN PLACE" UNTIL STAFF AND STUDENTS CAN SAFELY EXIT THE BUILDINGS.

1. PRINCIPAL OR DESIGNEE SHALL NOTIFY THE SUPERINTENDENT AND CALL 911.
2. DETERMINE THE NEED TO IMPLEMENT ACTION.
3. STAFF AND STUDENTS TAKE SHELTER INSIDE BUILDINGS. DO NOT LEAVE THE BUILDING UNLESS INSTRUCTED TO DO SO BY FIRE/POLICE PERSONNEL.
4. TAKE ROLL
5. EVACUATE THE BUILDING ONLY WHEN DECLARED SAFE BY AUTHORITIES.
6. RENDER FIRST AID AS NEEDED.

##### EARTHQUAKE

DURING AN EARTHQUAKE THE STUDENTS WILL TAKE SHELTER UNDER THEIR DESKS. IF THEY ARE IN THE CAFETERIA THEY WILL TAKE SHELTER UNDER THE TABLES. IF THEY ARE ON THE PLAYGROUND, THEY WILL BE INSTRUCTED TO LINE UP IN THEIR REGULAR FIRE DRILL POSITIONS. THEY WILL LEAVE THE BUILDING AFTER THE EARTHQUAKE AND NOT RE-ENTER UNTIL IT IS SAFE.

##### ENEMY ATTACK

IF NOTICE IS RECEIVED OF AN ENEMY ATTACK, FOUR SHORT BUZZES WILL DECLARE A RED ALERT. THE CUSTODIANS WILL SHUT OFF THE GAS AND ELECTRICAL TERMINALS. HAVE THE CHILDREN TAKE COVER

ON THE FLOOR ON THE SOUTH SIDE OF THE CLASSROOMS. IF ON THE YARD AN ANNOUNCEMENT WILL BE MADE OVER THE INTERCOM TO ENTER THE CLASSROOMS AND THEN TAKE COVER ON THE FLOOR, AWAY FROM THE WINDOWS. THEY WILL REMAIN IN THE CLASSROOMS UNTIL IT IS DECLARED SAFE TO LEAVE. IF/WHEN PARENTS ARRIVE FOLLOW RELEASE PROCEDURES.

##### EXPLOSION

WHEN AN EXPLOSION OCCURS EVACUATE THE BUILDING. OFFICE STAFF WILL CONTACT THE FIRE DEPARTMENT AND NOTIFY THE SUPERINTENDENT.

IF CHILDREN ARE INJURED 911 WILL BE UTILIZED AND AN AMBULANCE DISPATCHED.

#### FIRE

EVACUATE THE BUILDING IN FIRE DRILL PROCEDURE. OFFICE STAFF WILL CONTACT THE FIRE DEPARTMENT AND NOTIFY THE SUPERINTENDENT.

#### FLOODING

WHEN FLOODING IS TO OCCUR STUDENTS WILL BE TRANSPORTED TO AN AREA DESIGNATED BY KERN COUNTY EMERGENCY SERVICES. THE DISTRICT FLOODING PLAN WILL BE IN EFFECT.

IV. IF CHILDREN ARE TO REMAIN AT SCHOOL FOR AN EXTENDED TIME THE FOLLOWING PROCEDURE WILL BE USED.

ALL CLASSIFIED AND CERTIFICATED PERSONNEL WILL REMAIN ON DUTY AS LONG AS THE CHILDREN REMAIN IN THE BUILDING. THEY WILL BE DISMISSED BY THE PRINCIPAL WHEN NOTICE IS RECEIVED TO DO SO FROM THE DISTRICT OFFICE AND/OR LAW ENFORCEMENT.

#### CARE OF THE CHILDREN

PLACEMENT OF CHILDREN IF IT BECOMES NECESSARY TO REMAIN OVERNIGHT AT SCHOOL.

GRADES 4-8 WHEN SAFE TO DO SO, TEACHERS WILL PARTNER & SEPARATE STUDENTS BY GENDER AND COORDINATE SLEEPING ARRANGEMENTS.

#### USE OF LAVATORY FACILITIES

TEACHERS WILL ASSIST WITH ESCORTING STUDENTS IN GROUPS OF (4) FOUR WHEN SAFE TO DO SO AS NEEDED. PARTNER WITH ANOTHER TEACHER TO SUPERVISE STUDENTS AT ALL TIMES.

#### WATER

IF WATER IS TO BE CONSERVED, HAVE THE CAFETERIA MANAGER FILL ALL AVAILABLE CONTAINERS WITH WATER.

#### FOOD

THE CAFETERIA MANAGER WILL PROVIDE A LIGHT DINNER IF NECESSARY. FOOD WILL BE SERVED IN THE CAFETERIA OR IN THE CLASSROOMS AS NEEDED.

#### PARENTS

INFORM PARENTS OF PROCEDURES FOR REQUEST AND RELEASE.  
IN ANY EMERGENCY OR DISASTER SITUATION USE GOOD COMMON SENSE.

\*\*SEE CAMPUS DISORDER FOR SHOOTINGS/SNIPERS, AIRPLANE CRASH, POWER OUTAGES OR SEVERE WEATHER CONDITIONS.

#### VI. EMERGENCY EVACUATION OF SCHOOL SITE

(IT MAY BE NECESSARY TO EVACUATE THE SCHOOL SITE FOR REASONS OTHER THAN A FLOOD, IN WHICH YOU WOULD EVACUATE ONLY TO HIGHER GROUND. THOSE REASONS MIGHT BE A CHEMICAL ACCIDENT, A BOMB THREAT, NEIGHBORHOOD DISORDER OR VIOLENCE, AN EARTHQUAKE, EXPLOSION, FIRE OR A FALLEN AIRCRAFT. ) IF DIRECTED TO EVACUATE BY THE SUPERINTENDENT OR FIRE/POLICE AUTHORITIES AT THE SCENE WE WILL REFER TO OUR PLAN, AND NOTIFY TRANSPORTATION IMMEDIATELY. SCHOOLS WILL EVACUATE TO THEIR DESIGNATED EVACUATION SITES UNLESS NOTIFIED OTHERWISE.

\*In the 2018-2019 school year, Arvin Union School District began transitioning in the Standard Respond Protocol from the I Love You Guys Foundation into the safety plan procedures. Within the SRP are four foundational protocols including lockout, lockdown,

evacuate and shelter.

Each school site will introduce a protocol and its procedures to the staff members with the implementation of the videos and handouts that correlate.

## EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be inserted for the following:

1. Lockdown (SRP- Lockdown)
2. Evacuation (SRP- Evacuate)
3. Drive-By Shooting (SRP- Lockdown)
4. Unarmed Intruder (SRP- Lockdown)
5. Shelter in Place (SRP- Shelter)
6. Student Walk Out (SRP- Shelter)
7. Fire Drills and Fires (SRP- Evacuate)
8. Earthquake Drill and Earthquake (SRP- Evacuate)
9. Bomb Threat (SRP- Evacuate)

Each procedure should contain the following elements:

1. Code designation
  - a. Verbal: Lockdown, Evacuation, Fire, etc.
  - b. Bell signal (If any)
2. Description of incidents that will trigger the code
3. Description of action to be taken by administration, teachers, students and Crisis Response Team
4. Procedure and signal to rescind code

## ARVIN UNION SCHOOL DISTRICT 2-WAY RADIO PROCEDURES

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Designate your signal channel to be used in case of emergency only. Be sure to monitor the system before transmitting.
- Minimize transmissions. Keep sentences short.
- Speak slowly, clearly, within two inches of the radio.
- Use clear "sign-off" terms.
- During normal use, use only the channel assigned to your school.

## STUDENT WELLNESS TEAMS

Objective:

SAFE SCHOOLS/HEALTHY STUDENTS is a Federal initiative of persons whose mission is to develop and maintain programs and intra/inter agency collaborations that promote physical, mental, and social health in our students with the goal of promoting educational success.

The objective of Student Wellness Teams is to coordinate the care of students who have been recently evaluated for and/or held on Welfare and Institutions Code 5150 status.

Students will:

- Have a Student Wellness Plan (Safety, Mental Health and, when appropriate, Educational Plan) developed after a 5150 assessment
- When appropriate, participate in the Student Wellness Team Meeting

Parents will:

- Participate in the Student Wellness Team Meeting

Staff will:

- Follow 5150 Procedure Checklist and Flow Chart (Attachments 1, 2)
- Minimally include Parent, Student, Site Administration representative, and School Psychologist on Student Wellness Team. (May also include: Student Assistance Program therapist, Clinica Sierra Vista, Nurse, Teacher, Counselor, School Social Worker, Mental Health Worker, SRO, private provider and/or others.)
- Develop Student Wellness Plans collaboratively
- Complete Student Wellness Plan (Attachment 3) and distribute to appropriate individuals
- Keep all Student Wellness Team information confidential
- Utilize appropriate release of information forms
- Collaboratively decide when to end the Student Wellness Plan
- Provide feedback to site Psychologist on efficacy of Student Wellness Team

#### STUDENT WELLNESS TEAM CONCEPT

Student Wellness Teams are responsible to the Site Principal/Administrative Designee for coordinating safety/wellness/education plans for students who have been or are at risk for WI Code 5150 status designation.

The School Site collaboratively determines how the Student Wellness Team operates, keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines.

Minimally, Student Wellness Teams include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurses, School Counselors, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/ contracted), School Resource Officer and/or other Law Enforcement personnel, and private providers.

The SW Team may schedule meetings as needed after a student has been assessed by the Student Threat Assessment Team (STAT) for 5150. The meetings do not have to be formal, but must be documented on the Student Wellness Plan. The plan is intended to be short-term and for the acute situation only.

Roles and responsibilities will be determined by the Site Administration. The Professional completing the Assessment of High Risk Areas form will be the contact person for the Kern County Mental Health Team until the Student Wellness Team meets and determines who the contact (case manager) will be. Kern County Mental Health and/or School Resource Officer will contact Site Admin when student is released, provided a valid release has been signed.

#### EMERGENCY RESPONSE PROCEDURES - see attachment = DISASTER PROCEDURES

Site 5150 files will be maintained by Site Administration or designee.

Student Wellness Teams will report concerns about processes and about efficacy of the Team to the Director of Student Services: Kathie Kouklis

In addition, there is an Emergency Plan for Students with Special Needs and 5150 Threat Assessment Forms (see attachment)

**Public Agency Use of School Buildings for Emergency Shelters**

Coordination of the use of school buildings for emergency shelters should be coordinated through the office of the Superintendent of the Arvin Union School District per Ed Code, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies.

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

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

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

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

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus  
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

#### Appropriate Use of Suspension Authority

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

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

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

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

#### On-Campus Suspension

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

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

## Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

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

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

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

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

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

### Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

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

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual batter

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers  
 422.55 Hate crime defined  
 422.6 Interference with exercise of civil rights  
 422.7 Aggravating factors for punishment  
 422.75 Enhanced penalties for hate crimes  
 626.2 Entry upon campus after written notice of suspension or dismissal without permission  
 626.9 Gun-Free School Zone Act of 1995  
 626.10 Dirks, daggers, knives, razors, or stun guns  
 868.5 Supporting person; attendance during testimony of witness  
 WELFARE AND INSTITUTIONS CODE  
 729.6 Counseling  
 UNITED STATES CODE, TITLE 18  
 921 Definitions, firearm  
 UNITED STATES CODE, TITLE 20  
 1415(K) Placement in alternative educational setting  
 7961 Gun-free schools  
 UNITED STATES CODE, TITLE 42  
 11432-11435 Education of homeless children and youths  
 COURT DECISIONS  
 T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267  
 Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421  
 Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321  
 Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118  
 Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807  
 John A. v. San Bernardino School District (1982) 33 Cal. 3d 301  
 ATTORNEY GENERAL OPINIONS  
 84 Ops.Cal.Atty.Gen. 146 (2001)  
 80 Ops.Cal.Atty.Gen. 348 (1997)  
 80 Ops.Cal.Atty.Gen. 91 (1997)  
 80 Ops.Cal.Atty.Gen. 85 (1997)  
 Management Resources:  
 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS  
 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014  
 WEB SITES  
 CSBA: <http://www.csba.org>  
 California Attorney General's Office: <http://www.oag.ca.gov>  
 California Department of Education: <http://www.cde.ca.gov>  
 U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>  
 U.S. Department of Education, Office of Safe and Healthy Students: <https://www2.ed.gov/about/offices/list/oese/oshs>  
 Policy ARVIN UNION SCHOOL DISTRICT  
 adopted: February 20, 2018 Arvin, California

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

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Suspensions are reported to each teacher as soon as student has been suspended.
2. Teachers are advised about the confidential nature of the data.
3. Suspension reports are filed in the student's cum and a copy is sent to District Office.
4. Teachers can access suspension history for their student through our Schoolwise program.

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

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

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

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

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

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

(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)

#### Record-Keeping

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

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

##### CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

##### PENAL CODE

422.55 Definition of hate crime  
422.6 Crimes, harassment

##### CODE OF REGULATIONS, TITLE 5

432 Student record  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972  
12101-12213 Title II equal opportunity for individuals with disabilities

##### UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
COURT DECISIONS  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

Policy ARVIN UNION SCHOOL DISTRICT

adopted: November 15, 2016 Arvin, California

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

The Board of Trustees 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 which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

#### Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

#### Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

**\*NOTE:** Please visit District website or the school campus (in person) for current dress code chart.

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy ARVIN UNION SCHOOL DISTRICT

adopted: February 20, 2007 Arvin, California

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

Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well.

In addition, the principals' school newsletters provide frequent reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. The administrators frequently supervise the valet on Franklin to assist with parking and student safety. Safe School Ambassadors greet students and assist families within the school. Several staff members are assigned duty 15 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted.

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

### **Component:**

Goal One: Haven Drive will increase in developing a physically safe campus for students and staff by decreasing the number of 'Physical Aggression' and 'Fighting' by 5% as measured by Schoolwise.

### **Element:**

School Climate

Physical Safety

### **Opportunity for Improvement:**

An opportunity for improvement that we are acting upon is the increase of FTE campus supervisors. This improves the overall safety of the campus through the ability to have increase support of key areas of the campus. Additionally, it helps to make sure that the level of support at any given time is capable of supervising the campus despite the impact that the pandemic may have upon staff absenteeism.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Supervision of Students outside of the classroom.	During passing periods, teachers will open classroom doors and stand at the door way to increase presence and supervision.	Training Review	Site administration Site teachers	Observation by Admin
	When possible, non-instructional staff should go to different hallways on the campus to monitor and supervise passing periods.	Training Review Assignment of areas	Site administration Site staff	Observation by Admin
	Cafeteria and yard supervision staff should receive training/review on active supervision.	Training Review	Site administration Site staff	Agenda/Minutes
	When students enter and exit the school at end beginning and end of each day, Haven Drive has staff members posted in key locations to ensure they enter and exit safely.	Schedule/Assignment of Areas Review	Site administration Site teachers	Observation by Admin
Monitoring of Visitors onto the Haven Drive Campus	Visitors will use the District adopted Raptor system to present ID, be screened, and approved to enter the parts of campus relevant to their visit.	Raptor Hardware/software Label Stickers Laptop training/ Review	Site Admin Office Manager front desk	Visitor stickers
	District employees must enter campus through the main office with district identification badge. District employees off the clock or without badges should enter campus following the procedures as a visitor/ guest.	Review	Site Admin Office Manager front desk	
Monitoring of Campus	Haven Drive will have cameras that monitor the campus	Video Camera Soft ware	MOT Technology Department	Camera on campus
	3.0 FTE Campus Supervisors to focus on check-ins/ restorative circles, to increase opportunity of full-time campus supervisor's campus monitoring		Site Admin HR	

Objectives	Action Steps	Resources	Lead Person	Evaluation
Haven Drive will increase monitoring of hallways and bathrooms	<ul style="list-style-type: none"> <li>• Focus duty area in hallway-bathrooms</li> <li>• Monitor regularly</li> </ul>	Duty schedule/Teacher Notification	Administration Safe School Ambassadors Duty staff and teachers	Reduction in trash and litter
Haven Drive will maintain bells and announcement quality as well as upkeep of grounds	<ul style="list-style-type: none"> <li>• Review needs</li> <li>• Locate problem</li> <li>• Fix</li> </ul>	List of rooms /areas not working correctly	Maintenance Director Lead Custodian Site Administration	Observation by Admin
Haven Drive will increase upkeep of yard and bathrooms	<ul style="list-style-type: none"> <li>• Identify problems at first notice</li> <li>• Assign staff</li> <li>• Fix or clean</li> </ul>	Work orders	Maintenance Director Site Administration Staff through work orders Custodians	Observation by Admin

**Component:**

Goal Two: Haven Drive will increase student connectedness to Haven Drive by 3% as measured by the California Health Kids Surveys.

**Element:**

School Climate

Other pupil outcomes

**Opportunity for Improvement:**

Haven Drive currently is implementing SEL lessons during PE and Homeroom to all students to increase our support of students' mental well-being.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Haven Drive will use a Positive Behavior Intervention System (PBIS)	<p>HDMS will implement School-wide Tier 1 PBIS:</p> <ul style="list-style-type: none"> <li>• Bulldog Tickets</li> <li>• Positive Phone Calls</li> <li>• Conferences</li> <li>• Minor/Major Referral system</li> <li>• Student of the month/Most improved of the month</li> <li>• Positive re-enforcement of expectations</li> <li>• Posting of expectations</li> <li>• Month PBIS meetings</li> <li>• Training of staff</li> <li>• Positive Morning announcements</li> <li>• motivational speakers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom awards &amp; lunches</li> <li>• Trimester Awards</li> <li>• Monthly Attendance</li> <li>• Student Lounge</li> </ul>	<p>PBIS Team Classroom Teacher School Clerk Site classified staff</p>	CHKS
	Alternative-to-suspension through restorative practices for tier 2-3 students in Alternative Learning Academy (ALA) with parent conference exit meeting	Training/ Review Aides	ALA teacher VP	CHKS

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Support of tier 2-3 students that exit ALA: <ul style="list-style-type: none"> <li>possible additionally part-time campus supervisor (or other similar position) to do check-ins of students</li> <li>Adult Mentor check-ins</li> <li>Other staff check-ins</li> <li>Check-in logs</li> <li>ALA weekly meetings</li> </ul>	training/ Review	Site Admin/ VP ALA teacher classroom teacher New Position staff ALA team	CHKS PBIS Rewards Reports
Haven Drive will attend to students' social-emotional health	PE will teach SEL lessons each Monday to address all students' SEL needs	Second Step Program RULERS	PE Teachers Dean	Observation by Admin
	Individual counseling and/or skills-group mentoring by MSW		MSW workers	
	Outside mentorship support through Garden Pathways for Tier 3 students.		Site Admin	
	Truancy intervention:	<ul style="list-style-type: none"> <li>Written list of truants</li> <li>Phone Calls</li> <li>Conferences</li> </ul> Truant Letter	Categorical Clerk Student Success Facilitator Site Administration MSW & Campus Super	Chronic Absenteeism data
	Suicide Prevention awareness (SOS) training	Material training	MSW Site Admin classroom teachers	

Objectives	Action Steps	Resources	Lead Person	Evaluation
Haven Drive will provide opportunities for students to connect to school outside the classroom setting. (Currently on hold due to Covid-19, but will resume)	Extra curricular activities within the instructional School Day: <ul style="list-style-type: none"> <li>• ASB</li> <li>• Safe School Ambassadors</li> <li>• Project Lead the Way</li> <li>• AVID</li> <li>• History Day</li> <li>• Science Fair</li> <li>• Oral Language Festival</li> <li>• Henry Greves Speech Contest</li> <li>• Spelling Bee</li> <li>• Lunch Time intramural sports</li> <li>• Student Lounge</li> <li>• Etc.</li> </ul>	Various Materials Sports balls	Site Admin Classroom Teacher Yard Aides	CHKS
	Extra curricular activities beyond the instructional School Day: After School Program <ul style="list-style-type: none"> <li>• ASES</li> <li>• 21st Century</li> <li>• Coding</li> </ul> After School Sports <ul style="list-style-type: none"> <li>• football</li> <li>• volleyball</li> <li>• basketball</li> <li>• soccer</li> <li>• softball</li> </ul>	Coding software sports equipment	ASP site Coordinator ASES staff 21st Century staff Athletic Director Coaches	Student Participation

**Component:**

Goal Three: Haven Drive will increase communication between school and parents by increasing 'Parent Involvement in School' by 3% as measured by the California Healthy Kids Survey.

**Element:**

Parent Communication

**Opportunity for Improvement:**

Notification of parents via Parent Square and School messenger to provide online access to parent meetings.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Haven Drive will encourage communication and input through community information.	Monthly communication: <ul style="list-style-type: none"> <li>SSC</li> <li>ELAC</li> <li>Coffee with the Principal</li> </ul>	Computer Digital Camera Translator	Site Administration	CHKS Agendas/Minutes
	Once a Trimester: <ul style="list-style-type: none"> <li>Lemonade/ Hot Chocolate with the Principal (pm)</li> </ul>			CHKS Agendas/Minutes
Haven Drive will will reinforce our school behavioral expectations	<ul style="list-style-type: none"> <li>Positive reinforcement in notes, calls, conferences – Trimester awards, End-of-year awards, Graduation ceremonies</li> </ul> certificates of achievement, PBIS rewards	Translated notes	Classroom teacher	
.	<ul style="list-style-type: none"> <li>Information about students in notes, calls, conferences via notifications</li> </ul>	<ul style="list-style-type: none"> <li>Information about students in notes, calls, conferences</li> </ul>	Site Admin./Teachers	Schoolwise data
	Teacher/ Parent Conferences: <ul style="list-style-type: none"> <li>Tri 1 Meetings (3 days)</li> <li>Parent Night Conference (1 day)</li> <li>Tri 2 Meetings (3 days)</li> <li>Parent Night Conference (1 day)</li> </ul>	<ul style="list-style-type: none"> <li>Information about students in notes, calls, conferences, Translator</li> </ul>	Site Admin./Teachers	Parent Sign-in
	<ul style="list-style-type: none"> <li>Multiple At-Risk Graduation-check meetings</li> </ul>	translator	Dean of Student Success SSF	Parent Sign-in

	<ul style="list-style-type: none"> <li>• Use of District Parent Square or Parent Portal to communicate high concerns/ emergency situations</li> </ul>	Parent Square Parent Portal Translator	Site Admin	Principal Categorical Clerk
Haven Drive will provide opportunities for parents to learn and become more aware on how to partner with the site to keep their child safe	<ul style="list-style-type: none"> <li>• Parent Center</li> <li>• ESL classes</li> <li>• Parent Partners</li> </ul>	Class facilitator  Teacher/Aide	Haven Drive staff FRC/SSF/MSW/CC/CS	CHKS Agendas/Minutes
	<ul style="list-style-type: none"> <li>• Motivational speakers on topics of concern</li> </ul>	Speakers Translators	Site Admin	

**Component:**

Goal Four: Increase crisis response awareness by maintaining and/or decreasing time during drills to six minutes or less and follow district policy and academic plans under school improvement and safety

**Element:**

School Climate

**Opportunity for Improvement:**

Crisis response drills have taken 6-7 minutes during the 2019-2020 school year pre-COVID. An opportunity for improvement is to consistently be at 6 minutes or less. Another opportunity is to increase training of AED drills. Policies will continue to be reviewed at the beginning of the year, fire extinguishers will continue to be kept up to compliance.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Haven Drive will provide training and increased awareness of plans	<ul style="list-style-type: none"> <li>• Staff in-services</li> <li>• Develop a crisis team</li> </ul>	Crisis Plan Safety Plan District Disaster Plan	District and site safety committee	Observation and input by staff and Admin based on time and performance of safety drills
Haven Drive will continue to update disaster plans as needs are noticed from drills	<ul style="list-style-type: none"> <li>• Attend upcoming workshops</li> <li>• Observations</li> <li>• Safety committee meeting</li> </ul>	Current plans  Reviews of emergency drills for improvement	Safety Committee  Site Administration	Observation and input by staff and Admin based on time and performance of safety drills
Haven Drive will implement simulation drills – drills will be announced and unannounced	<ul style="list-style-type: none"> <li>• Fire Drills</li> <li>• Earthquake Drills</li> <li>• Lockdown Drills</li> <li>• Crisis Scenes - Active Assailant/Hazardous</li> <li>• AED Drills</li> </ul>	Disaster/Crisis Plan	Principal Vice-Principal Custodians Safety Committee	Observation and Reduction in time during drills

<p>Comply with policies:</p> <ul style="list-style-type: none"> <li>• Child Abuse Reporting Procedures: Board Policy 5141.4</li> <li>• Suspension and Expulsion Policies: Board Policy 5144.1</li> <li>• Procedures to Notify Teachers of Dangerous Students: Ed. Code 4907.9</li> <li>• Discrimination and Harassment Policy: Board Policy 5145.3</li> <li>• School-wide Dress Code: Board Policy 5132.9</li> <li>• Hate Crime Reporting Procedures: Board Policy 5145.</li> <li>• Williams Act Reporting and Advising</li> <li>• Disaster Procedures (Refer to teacher red buck in classroom located by front door)</li> <li>• Update and implement academic strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Required Notices</li> <li>• Refer to Parent/Student Handbook</li> </ul> <p>Review with teachers via meetings/e-mails</p> <ul style="list-style-type: none"> <li>• ensure facility compliance and textbook compliance</li> <li>• Staff Development</li> <li>• Apply Strategies</li> </ul>	<p>Yearly Notices</p> <p>Emergency Kits/Black boxes</p> <p>Yearly Notice posted in Classrooms with Annual Review Completed</p> <p>LEA Plan</p> <p>Site Plan</p>	<p>District Office</p> <p>Site Administration</p> <p>Coaches/ Teachers</p>	<p>Observation by staff and Admin</p>
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## **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

### **Haven Drive Middle School Student Conduct Code**

B.A.R.K.

Be Prepared  
Act Responsibly  
Respect Others  
Keep Safe

See attachment 'HDMS PBIS MATRIX' for the Haven Drive Positive Behavior Intervention System matrix that was adopted on August 20, 2018.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

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 nonclassroom hours, and on normal schooldays.

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

### **Conduct Code Procedures**

Teachers will create a classroom structure and discipline system that will communicate classroom expectations as well as student behavior. A student displaying an unsafe or defiant behavior, including any item included on major referral list, will be referred to the office through a referral system. Campus Supervisors and/or Site administrators will conduct an investigation into the incident. Consequences will be assigned using the restorative practice/justice model. In addition, parents will be contacted to notify them of student behavior and consequence. If behavior includes injury or a safety concern, a student may be suspended from class or school. Lastly, if behavior falls under violations of Educations Code 48900, a child may be suspended. At any time, teachers of staff may call a parent conference to discuss student behavior concerns as well as create goals or a behavior monitoring plan.

CONSEQUENCES: Level One Offenses: Documentation Required

1. Minor Referral 1: Warning (Teacher and student conference)

2. Minor Referral 2 (Parent Notified)
3. Minor Referral 3 (Parent Notified)
4. Referral to Office (Major: Level Two)

LEVEL TWO and THREE OFFENSES: Office Referral:

1. Counseling Referral, Suspension, Expulsion: (Site Administration, Parent and Teacher Conference)

## **(J) Hate Crime Reporting Procedures and Policies**

The Board of Trustees affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

#### Legal Reference:

##### EDUCATION CODE

200-262 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

##### PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.6-422.95 Civil Rights

628-628.1 School crime reporting

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

##### UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

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

WEB SITES

CDE: <http://www.cde.ca.gov>

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

United States Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR/index.html>

Policy ARVIN UNION SCHOOL DISTRICT

adopted: April 17, 2007 Arvin, California

## **Safety Plan Review, Evaluation and Amendment Procedures**

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by the Haven Drive School Safety Committee and presented to the parents at Coffee with the Principal, local first responders, ELAC committee, and School Site Council. Then, it is presented to the School Site Council for site approval. The plan is submitted to the Arvin Union School District Board of Education for district level approval and publication prior to March 1st yearly.

**Safety Plan Appendices**

## Emergency Contact Numbers

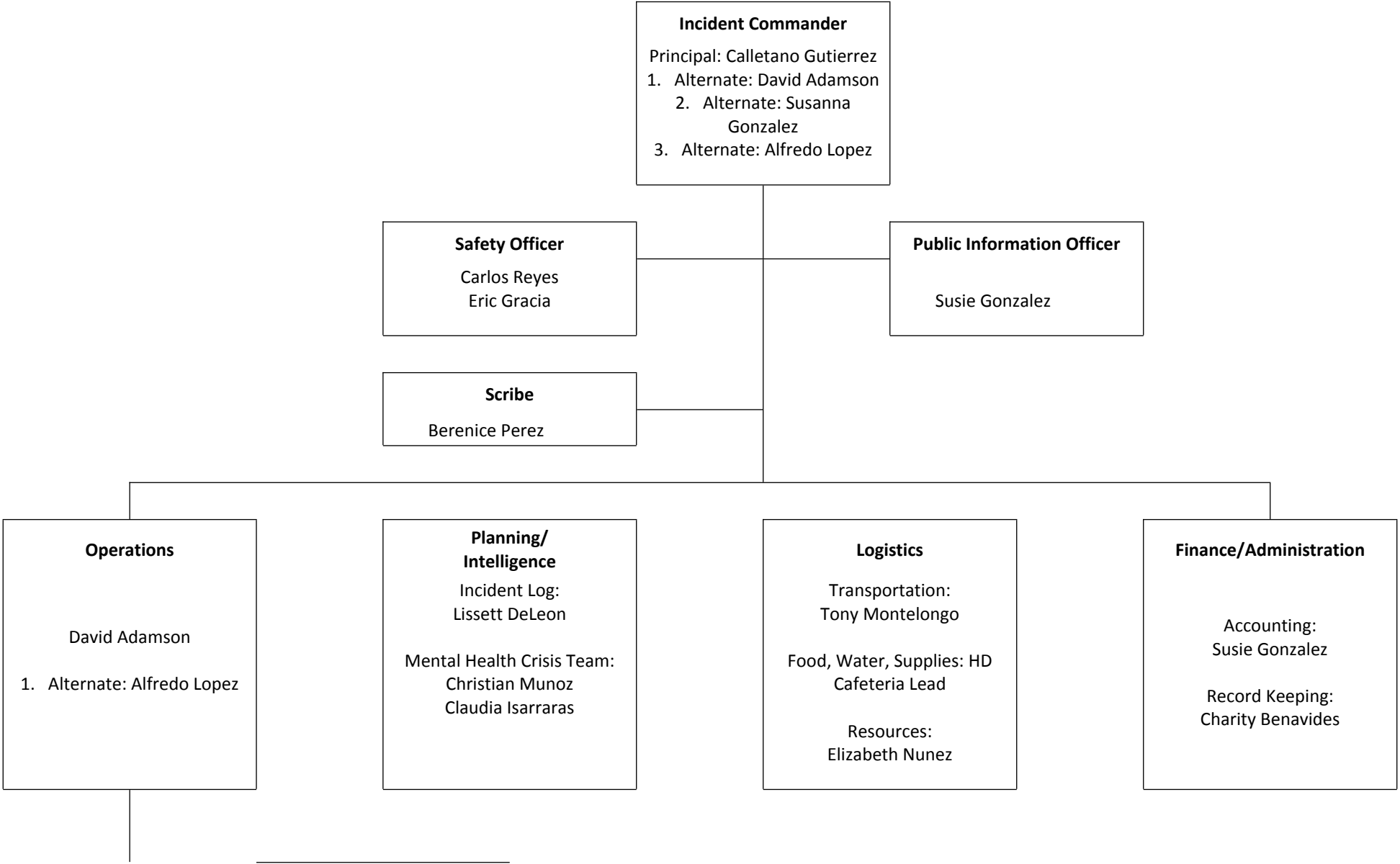
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Arvin Police Department	661-854-5583	
Law Enforcement/Fire/Paramedic	California Highway Patrol	661-396-6600	
Law Enforcement/Fire/Paramedic	Kern County Sheriffs Office	661-391-7500	
Law Enforcement/Fire/Paramedic	Arvin Fire Department	661-854-5517	
Public Utilities	PG&E Electric & Gas	800-743-5000	
Public Utilities	Arvin Water	661-854-2127	
Emergency Services	911 - Emergency	911	
Local Hospitals	Kern Medical	661-326-2000	
Local Hospitals	Memorial Hospital	661-846-2972	
Local Hospitals	Mercy Downtown	661-632-5000	

## Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Staff review of Emergency Procedures with Staff - annual notification of policies	08/27/2021	Agenda and staff sign-in sheet @ District Office records
Comprehensive Safety Plan Presentation for School Site Council (SSC)	10/13/2021 @ 3:00 pm 11/10/2021 @ 3:00 pm 12/08/2021 @ 3:00 pm	Agenda and minutes located @ HDMS in SSC 21-22 binder
Comprehensive Safety Plan Presentation for All General Parents at Coffee with the Principal	10/29/21 @ 5:00 pm 11/19/21 @ 5:00 pm	Agenda and minutes located @ HDMS in Coffee with the Principal 21-22 binder
Comprehensive Safety Plan Presentation for English Language Advisory Committee (ELAC)	02/01/2021 @ 3:15 pm	Agenda and minutes located @ HDMS in ELAC 21-22 binder
Students Safety Meetings - Safe Schools Ambassadors	09/30/21 10/07/21 11/04/21 01/27/22	PowerPoint of meeting
Flex Meeting- PBIS, Safety Plan: Staff input	10/18/2021 @ 9:00 am	Agenda and Minutes added as an attachment
Comprehensive Safety Plan Presentation for School Site Council (SSC)	01/11/2022 @ 3:00 pm	Agenda and minutes located @ HDMS in SSC 21-22 binder

Haven Drive Middle School Incident Command System



	<b>First Aid &amp; Search Teacher A</b>  Search Team: Ericka Ramos Crystal Trujillo Samantha Lopez  First Aide: Emily Chavarria Kim Painton  Maintenance/Fire Carlos Reyes Eric Gracia
	<b>Student Release &amp; Accountability TeacherB</b>

Accountability:  
Fernando Guzman

Student Release:  
Lisett De Leon  
Rosario Mendez  
Berenice Perez

Assembly Shelter:  
Jeanne Baker  
Theodiseus Rodriguez

Security:  
Thomas Gaona  
Victor Garcia  
Cynthia Moran

Alternate:  
Alicia Carrera  
Todd Rowatt  
Robert Shields  
Cristina Zuniga  
David Adamson

## 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:

#### SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.

It is critical to determine who does what, where, and how—before such a disaster occurs.

Staff members will use the Standard Response Protocols from the I Love You Guys Foundation including the District safety procedures that all sites follow.

\*Please see attached responsibilities from the Standard Response Protocol and the Arvin Union School District Safety Procedures.

#### Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
  2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
  3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.
  4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
  5. Establishes a communications system consisting of the following elements:
    - a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
      - Fire/Earthquake drill bells/PA system
    - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
      - District email; text
    - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
      - 661 – 854 – 6450
    - d. A Communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
      - EAST OFFICE GATE – Haven Drive Middle School
    - e. Mass communication system
- The following guidelines should be adhered to:
- Include a sign-in sheet for all media to complete. (PC 627.2)
  - Notify the Assistant Superintendent (854-6512) from an outside line of the emergency and media response. Follow the directions of the Assistant Superintendent. Only the Superintendent or Assistant Superintendent is authorized to release information. All other personnel should cordially refer the media to the District Office (854-6500).
  - Designate a person to record incidents for documentation purposes including debriefing.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
    - Café dismissal with Secretary and Clerk
    - Picture Identification
    - Multiple stations

7. Assigns the following duties to school staff:

- a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus. CUSTODIANS: Carlos Reyes, Tony Montelongo
- b. Monitor/supervise halls and corridors to maintain a safe and secure environment. Emergency Crisis Team
- c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment. Emergency Crisis Team
- d. Establish/coordinate Communication Center. Haven Drive Office
- e. Administer first aid. Melinda Mendoza, School Nurse
- f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations. Melinda Mendoza; Sonia Olivo
- g. Activate the Mass Notification System with appropriate message and directions for Student Release; Penny Perez
- h. Supervise Student Release Procedures: Calletano Gutierrez and David Adamson
- i. Check building utility systems and appliances for damage: Carlos Reyes

8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards. Calletano Gutierrez and David Adamson

9. Plans alternate classroom evacuation routes, if standard routes are obstructed. Calletano Gutierrez and David Adamson

10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures. Calletano Gutierrez and David Adamson

11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site. Calletano Gutierrez and David Adamson

#### SITE THREAT ASSESSMENT TEAM

The school Site Threat Assessment Team (STAT) is comprised of at least 3 individuals from the school site crisis team:

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or Student Assistance Program (SAP) Counselor trained in threat assessment)
- School Resource Officer/Law Enforcement or
- Campus Supervisor/Security staff
- School Nurse, School Psychologist, School Social Worker or other staff designated by the school Principal

Utilizing your school crisis team chart and designate from among existing school staff the (minimum) three (3) members of the threat assessment team. One of the STAT members serves as a case manager of all actions taken, organizing and recording the steps to be taken for interviews, district and community referrals, information gathering, follow-up, etc.

#### THREAT ASSESSMENT PROCEDURE

1. The SITE THREAT ASSESSMENT MANAGEMENT TEAM (STAMT) consisting of administrators, SRO/Police, appropriate staff/others, psychologist, Clinical Sierra Vista, or other mental health worker(s) will utilize the THREAT ASSESSMENT GUIDELINES, PROTOCOL, and WORKSHEET to help determine the significance of a threat: Low, Medium, and High. (See Threat Assessment Guidelines)

2. If the threat is deemed to be a credible HIGH LEVEL THREAT, the STAT will recommend:

- A school discipline/law enforcement response
- Student Wellness Team Process (W&I Code 5150) (See 5150 Procedure Checklist)

3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Assistant Superintendent. The Site Administrator should obtain a parent signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.

4. The DISTRICT THREAT ASSESSMENT TEAM (DTAT) will address as necessary:

- Liability issues
- School safety issues
- Student Services disciplinary issues
- Legal issues
- Special Education issues

5. The Assistant Superintendent will convene the DTAT and communicate with the Site Administrator to develop a course of action.

The DTAT will consist of:

- Assistant Superintendent
- Coordinator, Family Resource Center/SARB Hearing Officer
- School Psychologist
- School Nurse

And when appropriate:

- Special Education Personnel
- Other Site or District Administration
- CBO
- District Legal Counsel
- AUSD SEMS incident commander – Superintendent or Designee

6. When it is determined that the student will return to campus, a meeting will be held with the team and parent/guardian to discuss.

- A Student Wellness Plan
- Mental Health Plan, if appropriate
- Programs and Services

7. The appropriate School Site Administrator will follow up to evaluate the adequacy of the Student Wellness Plan/Mental Health Plan.

### **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**

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency.

These might include: Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

### **Step Two: Identify the Level of Emergency**

Arvin Union emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

\*Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

\*Level 2 is a more significant emergency that impacts district buildings and or school sites. For level 2 the Emergency Operations Plan (EOP) is activated. The Emergency Operations Center (EOC) will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

\*Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

### **Step Three: Determine the Immediate Response Action**

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include: Drop cover and hold, Shelter in place, Lock down, Campus Evacuation, Off Campus Evacuation, and/or All Clear

### **Step Four: Communicate the Appropriate Response Action**

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include: Drop cover and hold, Shelter in place, Lock down, Campus Evacuation, Off Campus Evacuation, and/or All Clear.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

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

#### **AIRPLANE CRASHED INTO SCHOOL PROPERTY**

##### **STAFF ACTIONS:**

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate response action as directed by the Fire Department or Site Incident Command (Evacuation or Shelter in place)

Locate emergency folder including class roster, "Buddy" class roster, and other emergency supplies as appropriate.

Remove staff ID placard from emergency folder and put it on

If evacuating, use primary and/or alternate fire routes to a safe assembly area away from the crash scene

If safe to do so, Operations Chief initiates Site Safety Teams to ensure that all students have evacuated all buildings

Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol

Report missing students to the Site Incident Command and emergency response personnel

Maintain control of the students a safe distance from the crash site

Care for the injured, if any

Wait for further directives or if ALL CLEAR is issued, return to the building

#### **AIRPLANE CRASHES NEAR SCHOOL**

##### **STAFF ACTIONS:**

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate actions as directed by Fire Department or Site Administrator

If immediate action is necessary, anticipate EVACUATION or SHELTER IN PLACE

### **Animal Disturbance**

Implement this procedure when any animal or bee swarm threatens the safety of the students and staff.

#### **IN THE EVENT OF AN ANIMAL DISTURBANCE**

##### **STAFF ACTIONS:**

Alert Site Administrator

If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students inside.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

#### **IN THE EVENT OF A BEE SWARM**

##### **STAFF ACTIONS:**

If a bee swarm is identified, but bees are NOT aggressive, initiate procedures for SHELTER IN PLACE until the swarm has passed.

If a bee swarm is identified and bees are aggressive, call 911.

Initiate procedures for SHELTER IN PLACE. All students and staff should get inside a building immediately. A few bees may follow indoors, but in a well-lit room, bees will become confused and fly to windows.

If bee attack is widespread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium.

Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.

If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).

Have nurse or health clerk available to assist stinging victims or if there are large numbers of stinging victims or if there are large

numbers of stinging victims, instruct Operations Chief to engage Medical Team.

## **Armed Assault on Campus**

### **Imminent Danger/Lockdown Procedure**

An extreme emergency exists when one or more of the following situations occur on or near campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – Continuous series of short bells for an extended period of time will be the signal that an extreme emergency exists. One long bell will indicate “All Clear.” Call 911.
2. The school/district nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a first aid station – library.  
In the nurse’s absence Sonia Olivio will be in charge.
3. The Office Manager/Secretary will maintain phone communication with the district office and telecommunication center for internal communications and will activate the Mass Notification System if directed to do so by Site Administrator.
4. Lisset De Leon will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Information Office
6. The MOT Lead and Site Custodians will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
  - Proceed immediately to homerooms
  - Direct as many students as possible into rooms
  - Supervise the area outside room until students are in rooms
  - Lock doors and close curtains
  - Students in rooms are to be seated and sign-up sheets provided so that each student accounts for his/her presence in the room
  - Notify the front office of any additional situations
  - Students to remain in classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor
10. School staff must stay at the site until the crisis is declared over

State of California Government Code,  
Chapter 8, Division IV, Title I

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

## **Biological or Chemical Release**

### **GAS LEAK**

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

### **STAFF ACTIONS**

If a gas odor is detected, notify Site Administrator or security personnel immediately  
Move students from immediate vicinity of danger  
Do not turn on any electrical devices such as lights, computers, fans, etc.

If EVACUATION is ordered, follow all appropriate procedures

## TOXIC AGENT

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

Postal mail

Ventilation system

Small explosive device

Parcel left unattended

Food supply

Aerosol release

Comprehensive School Safety Plan 42 of 51 1/9/18

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

## STAFF ACTIONS

Alert Site Administrator

If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately

Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel

Follow standard student assembly, accounting and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in immediate area to leave the area

Close doors and restrict access to affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

## Bomb Threat/ Threat Of violence

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee.
3. The principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.  
(cf. 3516 - Emergency and Disaster Preparedness Plan)  
(cf. 3516.1 - Fire Drills and Fires)
4. The principal or designee shall turn off any two-way radio equipment which is located in a threatened building. Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Regulation ARVIN UNION SCHOOL DISTRICT

approved: October 18, 2005 Arvin, California

### **Bus Disaster**

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

### **Bus Accidents**

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

### **Disorderly Conduct**

#### **DISORDER/PUBLIC DEMONSTRATION/STUDENT RIOT**

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for "Student Riot." Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

#### **STAFF ACTIONS:**

- Maintain school and classroom expectations for academic engagement and behavior.
- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up

#### **STUDENT ACTIONS:**

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

**Earthquake**

## Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)  
(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)  
(cf. 3116 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

### Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

#### Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

#### Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System

Management Resources:

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty

Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

WEB SITES

American Red Cross: <http://www.redcross.org>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

National Incident Management System: <http://www.fema.gov/emergency/nims>

deregulation ARVIN UNION SCHOOL DISTRICT

approved: October 18, 2016 Arvin, California

**Explosion or Risk Of Explosion**

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

STAFF ACTIONS:

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON

Check for injuries and render first aid

If explosion occurs inside the classroom or classroom block, EVACUATE to outdoor assembly area immediately

Do not move injured students, unless to do so would place students in further danger

Use buddy system to remain with injured students

If directive is to EVACUATE follow all EVACUATION procedures

Do not stop to collect belongings. Leave the door unlocked

Keep students and staff at the safe distance from the building(s) and away from fire-fighting equipment

Do not return to the building until it is safe to do so

If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions

Keep students at a safe distance from site of the explosion

**Fire in Surrounding Area**

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE OFF-SITE:

STAFF ACTIONS:

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site

Follow all procedures for EVACUATION

Do not stop to collect belongings. Leave the door unlocked

Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment

Remain with students until the building has been inspected and it has been determined safe to return

If directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions

## **Fire on School Grounds**

### **Fire**

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

## **Flooding**

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. If the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

### **STAFF ACTIONS:**

Follow Site Administrator's directive to EVACUATE or SHELTER IN PLACE

Remain with and supervise students throughout the duration of the incident

Do not walk through moving water. Six inches of moving water can cause a fall

If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.

Upon arrival at the safe site, implement Student/Staff Accountability procedures

Report missing students to Incident Command Staff

Do not return to site until it has been inspected and determined safe by authorities

## **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate

Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

3. The School Administrator will notify CE Customer Service and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.

4. The School Administrator will notify the Local District Superintendent of the loss of utility service.

5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

6. If the loss of utilities may generate a risk of explosion, such as a gas leak.

7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

### **Motor Vehicle Crash**

#### **STAFF ACTIONS:**

Notify Site Administrator.

Move students away from immediate vicinity of the crash.

If necessary, EVACUATE students to a safe assembly area away from the crash scene.

If possible take classroom emergency materials including class roster and staff ID to safe assembly area.

According to site protocol, implement Student/Staff Accountability procedures.

Report missing students to the principal/designee and emergency response personnel.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

### **Psychological Trauma**

#### **STUDENT WELLNESS TEAMS**

##### **Objective:**

SAFE SCHOOLS/HEALTHY STUDENTS is a Federal initiative of persons whose mission is to develop and maintain programs and intra/inter agency collaborations that promote physical, mental, and social health in our students with the goal of promoting educational success.

The objective of Student Wellness Teams is to coordinate the care of students who have been recently evaluated for and/or held on Welfare and Institutions Code 5150 status.

##### **Students will:**

Have a Student Wellness Plan (Safety, Mental Health and, when appropriate, Educational Plan) developed after a 5150 assessment  
When appropriate, participate in the Student Wellness Team Meeting

Parents will: Participate in the Student Wellness Team Meeting

Staff will: Follow 5150 Procedure Checklist and Flow Chart (Attachments 1, 2)

Minimally include Parent, Student, Site Administration representative, and School Psychologist on Student Wellness Team. (May also include: Student Assistance Program therapist, Clinica Sierra Vista, Nurse, Teacher, Counselor, School Social Worker, Mental Health Worker, SRO, private provider and/or others.)

Develop Student Wellness Plans collaboratively

Complete Student Wellness Plan (Attachment 3) and distribute to appropriate individuals

Keep all Student Wellness Team information confidential  
Utilize appropriate release of information forms  
Collaboratively decide when to end the Student Wellness Plan  
Provide feedback to site Psychologist on efficacy of Student Wellness Team

## STUDENT WELLNESS TEAM CONCEPT

Student Wellness Teams are responsible to the Site Principal/Administrative Designee for coordinating safety/wellness/education plans for students who have been or are at risk for WI Code 5150 status designation.

The School Site collaboratively determines how the Student Wellness Team operates, keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines.

Minimally, Student Wellness Teams include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurses, School Counselors, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/ contracted), School Resource Officer and/or other Law Enforcement personnel, and private providers.

The SW Team may schedule meetings as needed after a student has been assessed by the Student Threat Assessment Team (STAT) for 5150. The meetings do not have to be formal, but must be documented on the Student Wellness Plan. The plan is intended to be short-term and for the acute situation only.

Roles and responsibilities will be determined by the Site Administration. The Professional completing the Assessment of High Risk Areas form will be the contact person for the Kern County Mental Health Team until the Student Wellness Team meets and determines who the contact (case manager) will be. Kern County Mental Health and/or School Resource Officer will contact Site Admin when student is released, provided a valid release has been signed.

Site 5150 files will be maintained by Site Administration or designee.

Student Wellness Teams will report concerns about processes and about efficacy of the Team to the site psychologist, who will then report to the Assistant Superintendent.

## **Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

### Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services, Local District Office, and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

6. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

### **Unlawful Demonstration or Walkout**

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
  2. The School Administrator will initiate appropriate Immediate Response Actions, which may include shutting blinds in rooms so equipped.
  3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
  4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
  5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
  6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes.
  7. The Documentation staff member should keep accurate record of events, conversations and actions.
  8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
  9. The School Administrator will notify parents of the incident, as appropriate.
- SHELTER-IN-PLACE

**Emergency Evacuation Map**

### 5150 Procedure Checklist

THIS INFORMATION IS STRICTLY CONFIDENTIAL AND WILL NOT BE PLACED IN STUDENT CUME RECORDS

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

1. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM**

Completed by: \_\_\_ Psych \_\_\_ SRO/Law Enforcement (LE) \_\_\_ Social Services Worker (SSW) \_\_\_ Counselor \_\_\_ Other \_\_\_\_\_

\_\_\_ If you find 5150 Potential, contact:  
\_\_\_ Parent/Guardian and \_\_\_ SRO/Law Enforcement (LE)  
\_\_\_ AUSD Release of Info.  
\_\_\_ KDCDFS Release of information, if applicable

\_\_\_ If you find NO 5150 Potential,  
\_\_\_ Contact parent \_\_\_ Referrer for Counseling Services

**End of formal assessment**

\_\_\_ Information shared with Administration

2. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM to LAW ENFORCEMENT IF 5150 POTENTIAL**

\_\_\_ LE **CONSULTS** with Psych/SRO/SSW/COUNSELOR OR/OTHER

\_\_\_ LE assesses for 5150

\_\_\_ LE ATTEMPTS INTERVENTION

Name(s)/Title: \_\_\_\_\_

\_\_\_ 5150 DETERMINED,

\_\_\_ Psych/SRO/SSW/Counselor/Other

\_\_\_ Psych/SRO/SSW/Counselor/Other notifies Site Administrator who will complete **Removal of Student Form** and make **Incident Report** and copy: Assistant Superintendent & Psych Services

\_\_\_ NO 5150 DETERMINATION

\_\_\_ LE **CONSULTS** with Psych/SSW/ Counselor/Other regarding Student Wellness Plan

\_\_\_ A Student Wellness Team\* meets and develops a Student Wellness Plan to be placed in the 5150 Folder with the Site Administrator

☐ In DISPUTED 5150 CASES, AUSD Assistant Superintendent, or Designee will be called in to MEDIATE, 854-6512, and/or Jennifer Bowling, AUSD Psychologist/Crisis Coordinator may be called in to CONSULT, 854-6534

3. ☐ **FOLLOW-UP**

\_\_\_ LE notifies Site Administrator and Referring Professional of 5150 discharge (whenever possible)

\_\_\_ Student Wellness Team\* meeting is called by \_\_\_ Psych \_\_\_ SAP \_\_\_ SSW \_\_\_ Counselor \_\_\_ Other

\_\_\_ Before and/or \_\_\_ After an AUSD student returns from 5150 Date of SWT: \_\_\_\_\_

\_\_\_ Student Wellness Plan Developed:

\_\_\_ (1) Safety/Educational Plan

\_\_\_ (2) Mental Health Plan

\_\_\_ (Special Education Only) IEP Scheduled Date: \_\_\_\_\_

\_\_\_ Completed \_\_\_ Shared with appropriate parties

\_\_\_ Student Wellness Plan/Release of information form placed in 5150 folder with Site Administrator

\_\_\_ Psych/SAP/SSW/Counselor/Other keeps copy of: Student Wellness Plan, Checklist, High Risk Assessment Form, and Release of Information

\*A Student Wellness Team minimally includes: Referring Professional, site administrator, parent/guardian, student, and may include Teacher, SRO/LE, Psychologist, Counselor, Vice Principal, SAP, SSW, Nurse, Mental Health Workers, Clinica Sierra Vista, Kern County Mental Health, private providers and/or others.

**Comprehensive Youth Services/Arvin Union School District  
Assessment of High Risk Areas**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_  
 (Give a copy of this form to: SRO/Law Enforcement)  
 SCHOOL \_\_\_\_\_ ADMINISTRATOR \_\_\_\_\_ PHONE \_\_\_\_\_  
 Completed by Referring Professional: \_\_\_\_\_ Title \_\_\_\_\_  
 (SIGNATURE)  
 Referrer's Phone \_\_\_\_\_ Cell \_\_\_\_\_  
 Suicide Risk: \_\_\_\_\_ Denied \_\_\_\_\_

Referrer's Phone	Cell
------------------	------

Denied

Add'l Info/Reason for Referral:

Add'l Info/Reason for Referral: \_\_\_\_\_

Current	Type	Offender	Comma
---------	------	----------	-------

Report: Made	Verified	Date	Time	CPS	LE	Spoke to
--------------	----------	------	------	-----	----	----------

Hx of Domestic Violence \_\_\_\_\_

Own Use Denied

[illegible]

Related Factors (Reported by Student)	Parent	Teacher	Other
1. Lack of motivation	2	3	1
2. Lack of understanding	1	2	2
3. Lack of resources	3	1	1
4. Lack of time	2	2	1
5. Lack of interest	1	1	2
6. Lack of support	2	1	1
7. Lack of confidence	1	2	1
8. Lack of knowledge	2	1	1
9. Lack of skills	1	1	2
10. Lack of experience	2	1	1

\_\_\_ Sad/Irritable/Angry/Withdrawn

\_\_\_ Insomnia/Hypersomnia

\_\_\_ Fatigue/Loss of Energy

**Diminished Interest**

Psychomotor Agitation/Retardation

Feelings of Worthlessness/Guilt

**Weight Loss/Gain**

       Inability to Concentrate

\_\_\_ Recurrent Thoughts of Death/Suicide

**Dr/Therapist**

Dx

Meds

**Duration**

**Impulsivity**

### Coping Skills

### Support System/Resources

**Family Mental Health History:**

Unknown

**Denied**

## Relation

## Diagnosis

### Outcome

**Wellness/Safety Plan Required**

Referred to Dr.

Ref'd Psych Eval

Ref'd Med Eval

other

Phoned/Met Parent

### Crisis Mgt Info

**Student Wellness Team**

## Law Enforcement

**Clinca Sierra Vista**

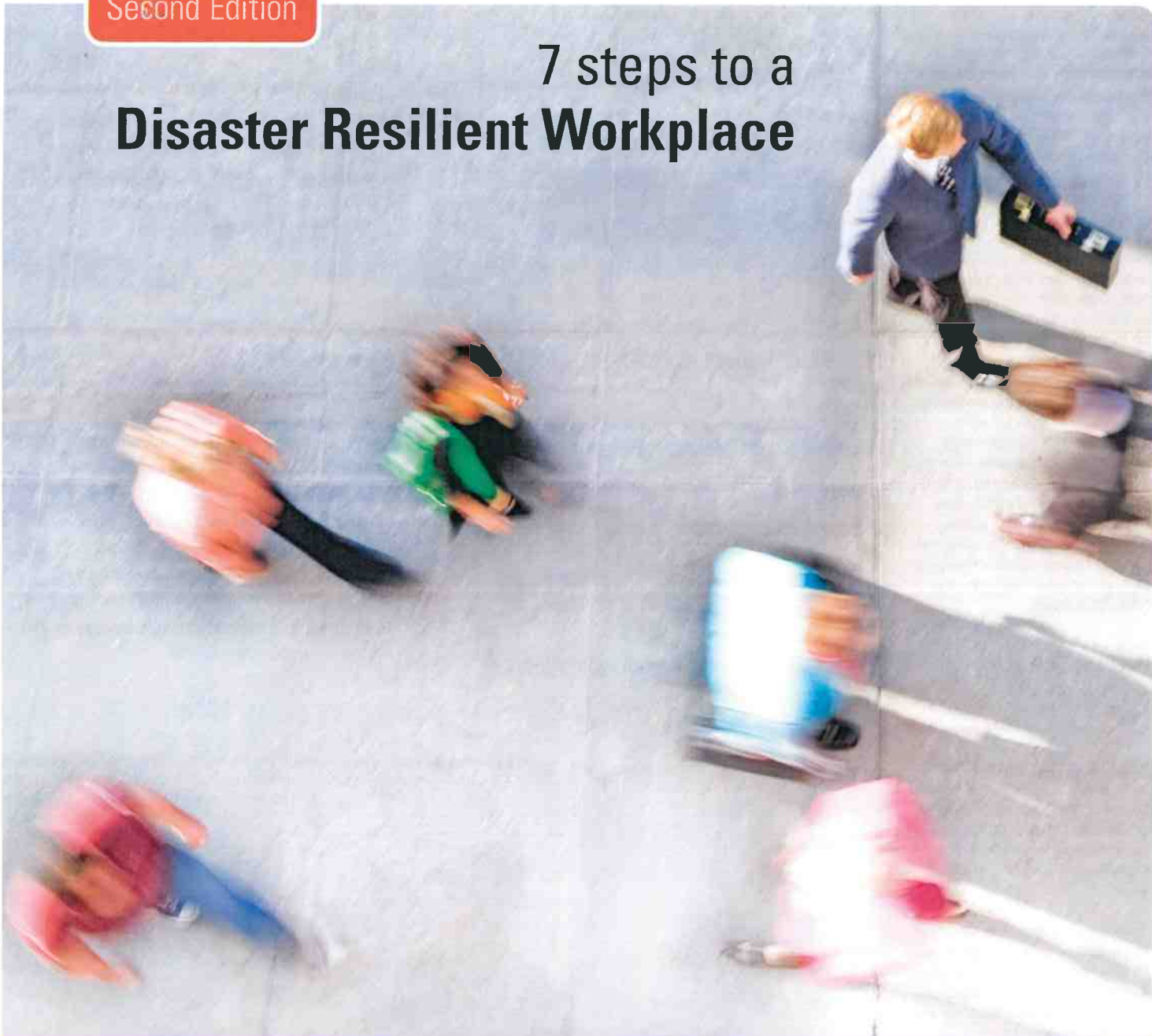
KCMental Health

Sp. Ed/504

**Add'l Info:**

Second Edition

# 7 steps to a Disaster Resilient Workplace



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## 7 STEPS TO A DISASTER RESILIENT WORKPLACE

Each step in this booklet will provide you with a chance to identify areas in your business that need strengthening, training opportunities, and actions to be taken. They are designed so that every step builds from the last. Customize each step to suit your business type and needs.

While this booklet assists addressing all hazards, we use an earthquake as our primary example. To get you started, here is a snapshot of the 7 Steps.

## SETTING THE FOUNDATION

### Identify potential hazards.

Which hazards pose risks to your organization, and how? In this step, you will identify what may interrupt your operations temporarily or worse. The priorities you set here will help you in the other Steps.

## BEFORE...

### STEP 1 **Secure Your Space** (page 8)

Look at the priorities you just identified, where your organization is vulnerable to interruption, and now choose how to minimize these risks. As an example, earthquake shaking can move almost anything, even large or heavy items. Imagine your workplace being picked up and shaken sideways – what would be thrown around? Learn how to secure these items to prevent damage or injuries to employees.



## STEP 2

### **Plan To Be Safe** (page 9)

After you have identified the potential hazards and impacts to your business, it's time to create your plan and train employees! Because disasters are highly unpredictable, it is impossible to anticipate every situation and impact. However, a Business Continuity Plan can greatly reduce the risks and losses your organization might face by guiding your decisions yet allowing flexibility to adapt to the unexpected.

## STEP 3

### **Organize disaster supplies** (page 10)

After a disaster, organizations will need to be self-sufficient as first responders will be addressing high priorities such as hospitals and schools. Determine what you need in the first days following an earthquake including the basics like food, water and sanitation.

## STEP 4

### **Minimize Financial Hardships** (page 11)

Organize your important documents, strengthen your property, and consider insurance—customized to cover your most needed items. Most businesses lease their space, so it's essential to work with your owner and property manager on addressing structural issues. If you own it, strengthen those weaknesses. Either way, measures taken now can help you keep your doors open. No access, no business.

### **DURING...**

## STEP 5

### **Drop, Cover, and Hold On** (page 12)

The ground is shaking, what do you do? Everyone should know how to protect themselves in any situation. Most often this will be to Drop, Cover, and Hold On, but this can depend on your location. Stay clear of any objects that may fall and stay put until the shaking stops.

## STEP 6

### **Improve Safety** (page 13)

Life safety is the top priority after an earthquake or any disaster. Activate your own trained personnel to find and help anyone injured, as outside help may not be coming. Next, survey your building for damage or other hazards to prevent further injuries or damage. Decide if safe to stay.

### **AND AFTER...**

## STEP 7

### **Reconnect and Restore** (page 14)

Once life safety is being addressed, it's time to begin recovery activities to resume operations. Conduct an assessment for operational issues then repair damage. Use your plan to guide your actions and restore priority operations first. Communicate often with employees and key contacts. Document your lessons learned to determine priorities before the next event.

*This booklet lists good resources within the content and on the back page. For additional information and details, please visit [www.ResilientWorkplace.org](http://www.ResilientWorkplace.org)*





## WORKING THROUGH DISASTERS

Earthquakes and other disasters can and will happen in many parts of the United States while you are at work. While the actions described in the “Seven Steps to Earthquake Safety” ([www.EarthquakeCountry.org/sevensteps](http://www.EarthquakeCountry.org/sevensteps)) are focused on improving earthquake safety at home, this booklet provides guidance on creating a resilient *workplace* – for any disaster.

Every area of the country relies on their local businesses and non-profit organizations to remain open after a disaster in order for the community to recover quickly. For this to happen, people need to prepare at home and at work. If your workforce is not ready at home, they may be dealing with tragedy and unable to return to their jobs — what will you do without employees? It is just as important to protect your physical building and the contents inside from damage, as well as train your employees on what to do when disaster strikes at work — without taking these actions, you may have work stoppages or worse.

Great news — it doesn’t have to come to that. Here are 7 simple steps to guide your business or organization to disaster resiliency by taking actions before, during, and after the shaking occurs so you can recover more quickly. This guide will focus on steps to prepare and protect you from earthquakes as a primary example but it will also discuss and help you prepare for **all hazards anywhere in the U.S.** For specific earthquake hazard information, see the resources listed in the back for more information. No matter what your industry or the size of your organization, you can start today. And remember...

**we’re all in this together!**

## IDENTIFY YOUR NEEDS AND POTENTIAL HAZARDS

The information you gather here will help you prioritize your planning process and create your foundation to complete the Steps. In order to plan, you will need to recognize potential hazards and how they may interrupt a part or all of your workplace.

To begin, take a sheet of paper and make a list of your hazards. To simplify this, here are examples of overall hazards that can cause more specific disruptions from a small to a catastrophic scale: earthquakes, fire, flood/water damage, tornado, hurricane, human error, power outage, theft, etc. Most internal/external hazards will fall under one of these. For more ideas of hazards to consider on your list, please visit [www.ResilientWorkplace.org](http://www.ResilientWorkplace.org). We will explain how to actually address these hazards later.

To begin identifying your potential internal hazards, start by surveying your area. This is as simple as walking around your organization and neighborhood. Look for hazards both internal to your organization and external to your facility. Ask yourself a few questions to spark issues: What's around me? What should I be concerned with that may interrupt my operations?

One of the most common disruption or loss to small organizations is a vulnerability of technology by not backing up computer data at all or only to the desktop, then something happens to the computer taking with it all the pertinent files and information. Here are a few more examples:



### POTENTIAL INTERNAL HAZARDS:

- ☐ Unbraced shelves located next to exits
- ☐ Filing cabinets not bolted to the floor or wall studs
- ☐ Heavy or breakable items on high shelves or bookcases
- ☐ Not backing up computer data and/or not storing back-ups off site
- ☐ Utilities located in the basement or on the floor
- ☐
- ☐

### POTENTIAL EXTERNAL HAZARDS:

- ☐ Other businesses in your area who may experience a disaster which could impact you
- ☐ Brick elements in your building structure or façade
- ☐ Near a railroad, airport, freeways
- ☐ Near a water source, such as a river
- ☐
- ☐

## CRITICAL BUSINESS ASSETS



### PEOPLE

employees  
customers  
vendors  
suppliers  
visitors  
volunteers



### DATA

documents  
files  
records  
server back-ups



### OPERATIONS

*Look at your standard operating procedures or SOPs and think of a disruption to your revenue generating operations or the critical services you provide.*

Accounts Receivable or Payable  
Payroll  
Manufacturing  
Mail Room  
Food delivery to at-home seniors  
Medical care for people with disabilities  
or access and functional needs



### INVENTORY

Stock  
supplies  
raw materials



### EQUIPMENT

Computers (hardware & software)  
servers  
network  
specialty equipment  
manufacturing machinery  
copiers  
furniture



### BUILDING(S)

Physical structure  
storage unit  
warehouse  
main office  
store front  
capital lease

## Identify Critical Assets

Now make a second list to identify your organizations' most critical assets. These are the items that if they were taken away, would cause disruption in your workplace. To simplify identifying them, all your assets will fall into one of the following six categories: people, building, equipment, data, inventory/products, and operations. Regardless of your type of business or organization, losing a critical asset may cause significant financial loss.

The assets will differ from one organization to another, although sectors and industries share commonalities. Here are examples of assets in each of the categories.

Once you have your list of hazards and list of assets, you'll be ready to assess where your workplace is vulnerable to disruption. For each of your six categories, you will then decide the level of impact each hazard will have. The exercise on the next page will assist you in prioritizing areas that need to be addressed.

Before you begin completing the table on the right, you will need to understand the difference between the levels of impact. They are listed in order of escalation.

**Negligible** – limited to no organizational disruptions or property damage

**Marginal** – a hindrance that may effect operations without shutting down, you have no or minor damage, it may be an occurrence in neighborhood

**Critical** – temporary disruptions of operations or major damage to the facility, impacts are to community

**Catastrophic** – a disaster that affects entire regional community causing workplace disruptions and forces closure of building(s). This is an event of large proportions. It can include complete destruction, multiple injuries or deaths, and a regional event that means limited or no outside resources available for some time.

On the right is a table to help you determine and prioritize your workplace risks. General types of events are listed in the left-hand column, but add your own in the blanks provided.

Begin with the first listed disaster event, earthquake. Circle the number in each asset area to score how the hazard would likely impact your organization.

## RISK ASSESSMENT MATRIX

	IMPACT TO CRITICAL BUSINESS ASSETS						
<i>Type of Event (samples)</i>	PEOPLE 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	DATA 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	BUILDING 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	INVENTORY 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	EQUIPMENT 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	OPERATIONS 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	SCORE
Earthquake	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Fire	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Flood	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Hurricane	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Power Outage	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Pandemic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Terrorism	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Thunderstorm/Lightening	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Tornado	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Tsunami	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Volcanic Eruption	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Winter Storm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
TOTALS							
PRIORITY							

Complete the other rows then total your numbers for both columns and rows. As the last step, prioritize which areas should be addressed first, based on highest vulnerability, then assign each column with your priority number 1-6.

Most people know earthquakes are a real risk. If you haven't already, refer to the U.S. Geological Survey seismic hazard maps as it may be a higher risk than you think.

Need another copy of this table? Please visit [www.EarthquakeCountry.org/workplace](http://www.EarthquakeCountry.org/workplace) and download it.

Congratulations, you have finished assessing your risks. If you haven't involved others in this process yet, consult with personnel in your organization about the results to ensure you are considering the whole organizational picture. No one-person knows every facet to an organization, so ask for their thoughts and revise priorities accordingly.



# 1

## SECURE YOUR SPACE

Now that you have prioritized where you are vulnerable, here is how to minimize your risk. An example is a business choosing to protect specialty equipment, which is difficult or expensive to replace after earthquake damage. If you secure it, it can be saved.

One of the questions that surfaces at this early stage is cost. Many solutions are low or no cost. Others may be more complicated with a higher price tag but when compared with protecting employees' lives, property, inventory, and keeping the organization's doors open, it begins to balance out the decision. The benefit for addressing hazards before the next disaster is that you do not have to suffer the pain and high cost of damage repair and replacement. If you add to all the post-disaster costs with the psychological toll and stress, the pre-disaster solutions pay for themselves. A recent study shared by the Natural Hazard Center showed: for every dollar spent addressing hazards pre-disaster, at least four dollars in disaster losses are saved.

If you are not sure where to begin, start on high impact and low-cost solutions such as moving heavy items to lower shelves. An important aspect to ensure success for the long-term is to be diligent with continuing the solutions. Moving heavy items back to shelf-tops after six months saves no one and only adds to your organization's vulnerability. Continue on the risk-reduction path by reinforcing and rewarding the safe behavior of all employees, especially over time.

The great news is that by addressing one solution you may also be limiting the negative effects of multiple hazards. For instance, securing computers from earthquake damage can also protect them from theft, or strengthening a structure for earthquakes can also protect it in strong winds. Now you can begin addressing those priority hazards.

For great QuakeSmart checklists to secure space, systems, structure, staff and services; to get the simple, step-by-step plan-builder (DRB Toolkit®) that includes solutions for multi-hazards; or other resources, visit [www.ResilientWorkplace.org](http://www.ResilientWorkplace.org)

In your foundation work, you identified potential hazards to your organization, determined your critical assets, and prioritized the impacts. In Step 1 you identified solutions to mitigate impacts. You are now ready to begin Step 2.

## TASK 1



There are many easy-to-do items that do not require technical personnel to address. Put these tasks at the top of the list, as you will have many quick successes. Your employees will quickly see a safer work environment emerging. These solutions do not take a lot of time or money, and can create great momentum towards getting the larger tasks accomplished. Here are a few examples of these types of simple tasks and which impact areas they address:

- > Move heavy items onto lower shelves. *(people, operations, data, inventory, equipment)*
- > Lock storage cabinets and file cabinets when not in use. *(people, operations, data)*
- > Do not stack boxes or have open shelves near exits. *(people, operations, inventory)*
- > Keep space cleared under your desk so you can Drop, Cover, and Hold On. *(people, operations)*
- > Secure laptops or other items that can easily fall or be stolen. *(people, operations, equipment, data)*

*Note:* These simple items are all internal to your building such as its contents. Addressing building structural issues will be covered in Step 4.

## Maya

Manager, veterinary practice

*"Dogs, cats, birds, you name it — none of our patients can fend for themselves during an earthquake. Between boarding, surgeries and appointments, we can have twenty animals in the building. Talk about potential chaos! I see six earthquake hazards without even moving from my desk. I'm bringing it up at the next staff meeting."*



## 2

### PLAN TO BE SAFE

You have identified potential hazards and impacts to your operations - time to create a plan! Because disasters are unpredictable, it is impossible to anticipate every situation or impact. However, a Business Continuity Plan can aid decision-making and communication in any crisis.

#### Collaborate on Your Plan

In disasters, first responders will be limited, focusing on priorities such as hospitals, schools. Instead, work with neighbors and similar organizations to identify needs ahead of time, then help each other by sharing resources, supplies, locations, etc.

### George

Owner, construction company

*"First aid situations come up in construction, but earthquakes — I need training for myself and everybody who works for me. With crews and heavy equipment out on three or four jobs, how can I expect my foremen to manage their sites during a disaster unless I have disaster plans in place, and make sure we all get schooled. I put new people on all year long so we need regular drills to keep things calm if it starts shaking."*



## TASK 2a

### BASIC PLAN ELEMENTS

Every organization and their risks are unique, but basic plan elements apply to all. Determine which elements make sense and should be included in your plan. Even if you only include some basic elements in your plan, you will be ahead of the pack!

#### ☐ EMPLOYEE EMERGENCY

**CONTACTS.** It's crucial to contact employees and their families during a disaster such as if employees are injured, sick or unable to leave work. Also, if you must share regarding the organization's status, where to go and what to do following a disaster. Create call lists including work, cell, home numbers, emails, social media (contact info/link/pages/names) and the same for spouse or significant others.

- ☐ **KEY CONTACTS LIST.** Key contacts are vendors, suppliers, clients, customers, etc. that you rely on to conduct operations or may need to notify when you've been impacted by a disaster such as property management, utility companies, business partners, board, or others. You will also want to determine if they have been impacted and how that will affect you - consider Service Level Agreements (SLA) to identify their responsibility to you.

- ☐ **CRITICAL BUSINESS FUNCTIONS.** Identify and prioritize those in your operations that are critical for survival; are necessary to fulfill legal / financial obligations; and are necessary to maintain cash flow and/or reputation. How long can you be down and remain viable? How will you continue performing these functions in disaster and who is relying on you for products or services.

- ☐ **VITAL RECORDS.** Identify those essential to perform critical functions such as employee data, payroll, inventory, financial and insurance records, customer data, legal and lease documents. Are any impossible to re-create, are copies stored offsite, or are they accessible online?

- ☐ **CRITICAL EQUIPMENT/ MACHINERY.** Determine what is necessary to keep you operational. What if you lost critical equipment? Do you have spare parts or equipment stored offsite or can you get replacements?

- ☐ **RECOVERY LOCATIONS.** Can you recover from an alternate site? Do you have multiple locations or are you site dependent? Consider setting up another site or creating an agreement to rent space in a disaster. Can you co-locate with a neighbor, partner or competitor?

- ☐ **LIFE SAFETY – EMERGENCY RESPONSE.** As local first responders may not be available, create your on-site team of first responders and train them to help save lives using now/low cost resources. Conduct annual training and drills such as:

- ☐ Evacuations
- ☐ First Aid/CPR
- ☐ Fire Safety and Extinguishers
- ☐ Great ShakeOut Earthquake Drills:

Train all employees to "Drop, Cover, and Hold On" and participate in the annual drill at [www.ShakeOut.org](http://www.ShakeOut.org)

- ☐ **PLAN EDUCATION.** Educate employees on your plan, how it works, recovery strategies, call trees, etc.. Also, provide information on individual/family preparedness as employees ready at home will promptly return to work and assist your organization.

- ☐ **MAINTENANCE AND TESTING.** Update the plan when a change in your org impacts the information in the plan. Testing your plan is very important, as it's the only way to know if your plan works and employees know what to do!

For a simple, yet comprehensive, step-by-step plan-builder to become a more disaster resistant business (DRB) or organization get the DRB Toolkit® at [www.Resilient-Workplace.org](http://www.Resilient-Workplace.org), along with other great resources.

### 3

## ORGANIZE DISASTER SUPPLIES

First responders and supplies may be overwhelmed after an earthquake or other disaster. Organizations should take basic measures to be self-sufficient during the early phases after disaster. Remember: food, sanitation, etc., may not be available. Encouraging employees to be prepared at home and work will also aid in prompt resumption of your critical operations.

### First Aid Kits vs. Disaster Supplies

As outside resources will be very limited after an earthquake, organizations should stockpile some supplies in order to support your employee base in the initial phases of a disaster. Emergency and Disaster supplies should be easily accessible, in protected locations, and easily dispersed. Keep track of perishable disaster supplies and replace regularly. Also, employees should be encouraged to keep a minimum three-day supply of personal medications at work, copies of prescriptions, and extra glasses or contacts.

### Anna

Director, hotel building staff

*"There's ample opportunity for confusion on a good day at a big hotel. But staff and guests are most likely to rise to the occasion when measures are in place to meet their most basic food, safety, hygiene and communication needs. We keep food and water in our disaster supply kits current, and we're seeking expert advice about stockpiling medical supplies that will go beyond the medical capacity of the first aid kits we already have on hand."*



Most businesses have a requirement to furnish first aid kits in the workplace due to Occupational Safety & Health Administration (OSHA), state, or other regulations. First aid kits are only one part of supplies needed to support an employee base after a disaster. As first aid kits are designed to handle only day-to-day minor injuries, organizations should consider stockpiling additional medical supplies to handle a greater number and larger type of injuries. Additional supplies should match the level of employees' training.

### 4

## MINIMIZE FINANCIAL HARDSHIP

In your foundation work and Step 1, you identified hazards most likely to disrupt your organization and how to address lower cost ones. Review the analysis for any priority you chose to reduce or eliminate the potential for injury, property damage or business interruption. As the impacts can last for weeks and months begin to minimize financial hardships by organizing important documents, strengthening your property, and considering insurance. Structural hazards can cause serious impacts and interruptions your operations. Address any structural hazards, as the cost of not addressing them will be even higher.

### Organize important documents

If you have to leave work quickly, due to a fire or other emergency, and not be able to return—what key info or documents do you need for decision-making (lease, legal agreements, emergency contacts, insurance policies, etc.)? Create a "grab-and-go" bag or case, that is secure and possibly waterproof, so it can go with you.

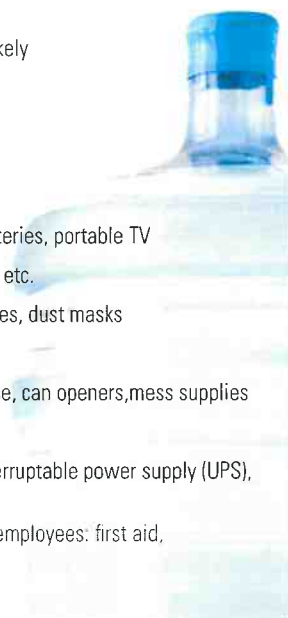
In identifying critical documents, make sure you protect your vital records. Back-up computer files on regular basis and store back-ups at an off-site location (e.g. the cloud, fire safe at home, off-site storage). Know that "auto backup" is only to that computer and not off-site. Stored data can include client history, inventory records, or other information difficult to recapture or required to be protected, such as grant documentation.

### TASK 3

## DISASTER SUPPLIES

A minimum 3-day supply should be kept on hand including:

- ☐ **FIRST AID KITS/MEDICAL SUPPLIES** – cuts are most likely injury so have bandages, pads, wraps
- ☐ **FOOD** – canned, packaged, ready to eat
- ☐ **WATER** – enough for one gallon/per person/per day
- ☐ **LIGHTING** – flashlight & extra batteries, lanterns, light sticks
- ☐ **COMMUNICATIONS** – portable AM/FM radio and extra batteries, portable TV
- ☐ **TOOLS** – basic hand tools: hammers, screw-drivers, wrenches, etc.
- ☐ **PERSONAL PROTECTIVE EQUIPMENT** – hard hats, gloves, dust masks
- ☐ **TARPS/PLASTIC SHEETING**
- ☐ **FOOD PREPARATION** – portable stoves/grills for outdoor use, can openers, mess supplies
- ☐ **HYGIENE AND SANITATION SUPPLIES**
- ☐ **BACK-UP POWER** – generator & extra fuel, batteries, uninterruptable power supply (UPS), and consider other sources: e.g. solar, hand-cranked
- ☐ **ADDITIONAL SUPPLIES** to meet the training level of your employees: first aid, Community Emergency Response Team (CERT), EMT



## Lee

Store manager, clothing shop

*"I love **working** in a place that's an architectural treasure. But is the **ground** floor of **this** hundred year old, **four-story** building structurally sound? I have no idea, so I sent an email to **my** boss, and copied it to **the** owner of the building. We're meeting next **week** to talk about possible **hazards**."*



### Strengthen your property

While most organizations do not own their building, it is essential to work with your owner and/or property manager on addressing structural issues (e.g. floor, ceiling, walls, support columns). A good relationship can assist you getting access to your property or inventory, while structural damage can keep you from opening your doors. If you own your building, take the time to strengthen weaknesses, replace elements that may injure people or keep you from reopening. Strengthening protects you, your employees and customers, and allows you to return to operating more quickly.

Depending on the hazard, consider solutions such as earthquake retrofit, hurricane shutters, elevating for flood or installing flood resistant doors. While retrofitting or elevating the structure can be a significant cost, if you are reliant on that building to operate consider the cost to mitigate versus not having a building. No access, mean no business.

### Bring in expert advisors

Not sure where to start? Do some homework to determine which additional measures are needed to protect your workplace. Ideally do it before you lease or purchase a facility. Learn what damage might be expected to help you prioritize solutions. Structural engineers and local Fire Marshall may help you understand the building code and how its application affects **your** building. Depending on year built, a building may be designed to not collapse, but still may not be operational following an earthquake. Also, if needing to relocate, keep code **issues** in mind for the new site.

### Lease

If you lease your building, contact your owner/property manager and develop a relationship with them now, before a disaster occurs. If you uncovered a need to retrofit your building, work with your owner/manager to get various reputable, licensed, experienced retrofitters to give estimates and consider strengthening options. Also, discuss how you will communicate with each other following a disaster. Without connections in advance, tenants may not get access to their site after an event.

Learn about the other safety systems in place. Does the building have sprinklers? Does it have smoke and/or heat detectors? Does it have emergency power? How has the building and surrounding area been effected by disasters in the past? Asking these types of questions now will help you with customizing your own disaster plan and emergency response procedures.

### Own

Organizations who own their buildings should look to the expert guidance in addressing identified vulnerabilities. Prioritize fixing weaknesses based on those that could most significantly impact your ability to do operate. If you know you need to strengthen your building, consult with licensed, reputable, experienced retrofitters to discuss your options. Home-based businesses are considered a high-risk group, since you have the potential of losing both your business and your home. We recommend [www.ResilientWorkplace.org](http://www.ResilientWorkplace.org) for both structural and non-structural solutions.

The goal of all organizations is to continue operations or restore them as quickly as possible following a disaster. Taking steps now will save much time, money and energy after disaster and will increase your ability to remain operational. Consider getting involved with organizations that connect tenants with owners, (e.g. Building Owners and Managers Association (BOMA)).

### Consider insurance

After Hurricane Sandy, we learned many small businesses/non-profits did not have any insurance or the right type, like flood insurance, to cover impacts. The lesson learned too late is to review your policy and make an informed decision to select the one that covers your most critical equipment or operations. Most organizations do not have reserves to address impacts such as damage repairs and recovery. Consider cost of the deductible versus cost for all losses, then consult with an agent about options, such as business interruption insurance.



# 5

## DROP, COVER, AND HOLD ON

When at work and the earth starts shaking — the critical initial step for life safety is to: Drop onto your hands and knees to avoid being knocked down by shaking. Cover your head with your arms (as best as possible), and Hold On to your neck with your hands. If you are near a table or desk, crawl under it and Hold On to your shelter with one hand. If needed, move with your shelter until the shaking stops. If there is no nearby shelter, crawl next to an interior wall (away from windows and other hazards), keep holding your arms over your head, and continue to Hold On to your neck with both hands.



When the ground is shaking, you need to protect yourself quickly from things that may fall or are being projected across the room with great force. When you *Drop* onto your hands and knees your head should be lower than the next highest surface such as a desk, table or other sturdy furniture that will take the brunt of the impact. If seated and unable to drop to the floor (or in a wheelchair, first *Lock* your wheels), bend as far forward as possible, *Cover* your head/neck with your arms, and *Hold On* to your neck with both hands. Your life and the lives of your co-workers are of highest importance. As some people will panic, stand frozen in place or run out of the building, they become a target for the dangerous objects that are moving within and off of a building. The earthquake-safe action is to Drop, Cover, and Hold On to ride out the shaking.

### Hazards in Your Safe Places

While there are many safe places to Drop, Cover, and Hold On, there are potential hazards that might keep you unsafe. Regular practice, such as participation in annual Great ShakeOut Earthquake Drills, is a simple way to educate all employees on what to do and highlight issues that can be easily rectified such as:

- > Boxes stored under desk
- > Not enough space
- > Near windows

Once the hazards are identified, the next step is to fix them immediately. When the ground starts shaking, it is too late. If in a store, move away from dangerous areas quickly then Drop, Cover, and Hold On. Look for items that may provide protection, such as next to shopping carts or clothing racks, or inside the ground level of product racks at warehouse stores to avoid falling objects, then hold onto the rack.

### Educate Your Workplace Visitors

Just like planning for the annual ShakeOut drills, create actions and procedures to address visitors or customers. A simple step is to present emergency briefing information to all visitors before each meeting, so they know what to do during an earthquake. It is also helpful to have employees pre-identified to be responsible to tell non-employees what to do.

## Sam

Chef/owner, small restaurant

*"We're doing a great lunch business. So I was thinking, what if there was an earthquake? If we have customers at—or under—every table, how do my employees protect themselves? I'm bringing them all in to do a drill and figure out how to best handle that rule to drop, cover and hold on."*



### Safe Places in An Office

In your foundation work, you identified possible hazards to your business and learned that earthquakes are a real threat. It is important to know what to do to protect you and your employees. Common safe areas and considerations for Drop, Cover, and Hold On are:

- > Under desk
- > Under a sturdy table
- > Away from windows
- > Next to an interior wall
- > Next to large furniture that won't tip over, like a sofa, or an over-stuffed chair

# 6

## IMPROVE SAFETY

Once the shaking has stopped it is time to emerge slowly from your safe places, looking carefully for new hazards or falling objects. Expect aftershocks and prepare to drop again. Once up, decide if it's safe to stay. If in a tsunami zone and shaking lasted for more than 20 seconds move quickly to higher ground or inland. Then check for injured people and for serious damage. Take actions to prevent further injuries or damage.

### Nadine

Director, dialysis center

*"If you're a medical professional in earthquake country, employee training can make all the difference in the world to a patient's well-being. Once the shaking stops, we put our training into action: first we see to our patients' medical needs, then we check for obvious structural damage or other hazards to help us figure out if we should stay put or begin to evacuate."*



### Decide if evacuation is necessary

The first decision is whether to evacuate or stay put. Fire procedures are clearly to evacuate, but in an earthquake, being outside of a newer building may be more dangerous as it's where there may be falling debris from other buildings. Training employees pre-disaster will help with good disaster decision-making. If a tsunami is possible, evacuate to higher ground.

### Activate trained employees and help the injured

In an earlier step, you identified training for your employees, and this is where trained employees go into action carrying out your response procedures. Life safety is the priority at this stage of the disaster, especially if you have limited personnel. Also activate the "person in charge" or their designee as they may be absent or injured. This is the decision-maker for the organization but won't necessarily be the CEO during a disaster.

Regardless of whether you evacuate or stay put, you need to account for your employees. This is a basic check on the welfare of the employees and any visitors. If you do have people injured, work with trained staff to manage their care, but only to the level that matches their training. Even if no injuries are present, treat for shock. If you need to move people out of danger, make sure it is safe to do so. For those that are more severely injured, contact 9-1-1 if available. If not available, use a radio or send a runner to locate a trained first aid responder to assist them.

### Prevent further injuries or damage

Once immediate life safety is being addressed or stabilized, it is time to move to building & operation needs. First, inspect the exterior of your building for damage. Check for these potential hazards:

- > Fire
- > Damage to utilities
- > Leaking gas
- > Chemical spill
- > Obvious structural damage
- > Falling hazards during aftershocks

If it appears safe, then inspect the interior structure. If at any time during inspection, inside or outside, you find a significant hazard, consider whether occupants need to be evacuated or relocated.

### INJURY AND DAMAGE ASSESSMENT

After an earthquake, your trained employees can start to perform what they have learned.

- ☐ Address life safety
- ☐ Address exterior building safety
- ☐ Address internal building safety
- ☐ Perform more detailed building assessment
- ☐ Establish a hub



Next, perform a more detailed facilities inspection to assess utilities and specialized equipment — do they work? Use information gathered to determine impacts on your ability to resume or continue operations. Look for damage to critical files and/or data.

### Establish a hub (location or person) to receive reports of damage and injuries

Depending on the scale of the earthquake or other disaster, it is important to establish a centralized location, or hub, to manage information on life safety and building & operations. This will help with key decision-making, tracking issues, documenting a progression of the disaster, and lessons learned. For a very small organization, the hub may just be a person.

This central location, or emergency operations center, can help communicate status with employees such as whether it is safe to stay, where to relocate employees if not, when it is safe to leave, routes to evacuate and so forth. It also can become an easier way to document damage for insurance, public and customer purposes, by centralizing disaster files, photos, video, receipts, etc. as the disaster progresses.

# 7

## RECONNECT AND RESTORE

### Joe

Manager, downtown bank

*"Understandably, people want and need access to their funds in the aftermath of an earthquake. I hope there'll be no disruption to our business, but you just never know. My job is to do my best to keep customers continuously updated about access to our banking services, and their money."*



Once all life safety concerns are addressed, it is time to begin recovery activities to resume your operations. Keep in mind some aspect of your organization may never return to "normal" after a disaster. To be resilient is to be flexible to recover in this changed environment and make the organization survive and thrive. You can begin to restore daily life by reconnecting with others, repairing damage, and rebuilding community.

### Detailed Assessment

You completed a facilities inspection, but now you need a more detailed assessment of operational issues. Based on what you found in your facilities inspection in Step 6, prioritize your findings by what is most important and then begin to create an action plan. If necessary, conduct additional assessments, possibly bringing in professionals such as structural engineers. In your action plan, show how you will address these issues based on their criticality to operations.

At this stage of the disaster it is important to look more thoroughly at daily operations. What you find may impact the following areas: communications, recovery activities, and restoration of services and or production.

### Communications

First determine what communication is needed and how you can be successful. Consider your different target groups as each must be handled differently. Communicate with employees, customers/clients, vendors, stakeholders, and key organizational partners often. Consider alternate communications methods in a disaster, such as your website, social media, telephone calls, news services and publications, or if there is no power then utilizing the U.S. Postal Service.

One of the simplest but important communication is to let your customer/client base, or the community at large, know when you are open. If your surrounding area has been hard hit this may be more difficult, but banners and other advertising will help you, as can the media.

Also, encourage employees to talk to one-another about what happened. Mental health is a big part of the recovery, and not addressing can lead to poor performance, absenteeism, etc.

### Recovery Activities "Things to Consider"

How were your employees impacted at home? Are they able to return to work? As you are working to restore interrupted services, here are a few areas to consider that might have an impact on how or when you resume operations.

- > Temporary v. permanent relocation
- > Availability of resources
- > Customer/client needs
- > Staff availability
- > Infrastructure — what is occurring in the surrounding neighborhood that may impact you

### Full restoration of services/production

At this point you need to work with your community and your partners to reconnect to your customers/clients as well as get help. Look to businesses and/or government for assistance if you need it. Resources can be found at the local, state, and national level. Use this time to enhance existing relationships by keeping them in the communication loop and share your available resources with them, especially if it might assist your community.

### Lesson Learned

You are on the road to recovery, but it is still important to develop your list of lessons learned before the memories fade. This will help you to implement changes to operations, add to your plan, then circle back to Step 1 and lessen future impacts. Since we cannot stop earthquakes, or other disasters, from occurring it is important that we take steps today to minimize loss of people and property.

## YOUR CHECKLIST FOR A PREPARED WORKPLACE

### SETTING THE FOUNDATION

- ☐ Create My Hazard List
- ☐ Identify potential internal hazards
- ☐ Identify potential external hazards
- ☐ Identify critical business assets
- ☐ Complete the Risk Assessment Matrix

### BEFORE...

#### STEP 1

##### SECURE YOUR SPACE

- ☐ Begin addressing hazards by starting on no/low cost items with high impact
- ☐ Consider benefits vs. loss of higher cost items
- ☐ Be diligent in continuing solutions
- ☐ Reinforce & reward employees' safe behavior
- ☐ Address priority hazards

#### STEP 2

##### PLAN TO BE SAFE

- ☐ Collaborate on Your Plan
- ☐ Complete Basic Plan (see page 9)
  - ☐ Employee Emergency Contacts
  - ☐ Key Contacts List
  - ☐ Critical Business Functions
  - ☐ Vital Records
  - ☐ Critical Equipment/Machinery
  - ☐ Recovery Locations
  - ☐ Life Safety — Emergency Response
  - ☐ Plan Education
  - ☐ Maintenance and Testing

#### STEP 3

##### ORGANIZE DISASTER SUPPLIES

- ☐ Understand first aid kits vs. disaster supplies
- ☐ Disaster Supplies Kits (see page 10)
  - ☐ First Aid Kits/Medical Supplies
  - ☐ Food and Food Preparation
  - ☐ Water
  - ☐ Lighting
  - ☐ Communications
  - ☐ Tools
  - ☐ Personal Protective Equipment
  - ☐ Tarps/plastic sheeting
  - ☐ Hygiene and sanitation supplies
  - ☐ Back-up power
  - ☐ Additional supplies

#### STEP 4

##### MINIMIZE FINANCIAL HARDSHIPS

- ☐ Organize important documents
- ☐ Strengthen your property
- ☐ Bring in expert advisors
- ☐ Actions if you lease
- ☐ Actions if you own
- ☐ Consider insurance

### DURING...

#### STEP 5

##### DROP, COVER, AND HOLD ON

- ☐ Know how to Drop, Cover, and Hold On
- ☐ Understand how to Drop, Cover, and Hold on—when you cannot Drop
- ☐ Review safe places in an office
- ☐ Identify hazards in your safe places
- ☐ Educate your workplace visitors

#### STEP 6

##### IMPROVE SAFETY

- ☐ Decide if evacuation is necessary
- ☐ Activate trained employees and help the injured
- ☐ Prevent further injuries or damage
  - Inspect the building exterior for damage and/or hazards
  - Inspect the building interior for damage and/or hazards
  - Perform a more detailed facilities assessment of impacts to utilities, special equipment, etc.
- ☐ Inspect the building exterior for damage and/or hazards
- ☐ Inspect the building interior for damage and/or hazards
- ☐ Perform a more detailed facilities assessment of impacts to utilities, special equipment, etc.
- ☐ Establish hub for communications

### AND AFTER...

#### STEP 7

##### RECONNECT AND RESTORE

- ☐ Perform a more detailed assessment of operational issues
- ☐ Communicate frequently with target groups
- ☐ Consider recovery activities
- ☐ Fully restore operations/production
- ☐ Document lessons learned
- ☐ Return to Step 1 to update plan

## WE'RE ALL IN THIS TOGETHER

### EARTHQUAKE COUNTRY ALLIANCE

**[www.EarthquakeCountry.org](http://www.EarthquakeCountry.org)**

Great information for how to get prepared to survive and recover after major earthquakes, according to the *Seven Steps to Earthquake Safety*. This site also has useful information about earthquakes risk in California, a broad collection of earthquake science preparedness resources, and information about major activities of the ECA.

**[www.terremotos.org](http://www.terremotos.org)**

Earthquake preparedness information and resources in Spanish, including the Spanish-language version of *Putting Down Roots in Earthquake Country*

### QUAKESMART

**[www.QuakesmartCommunity.org](http://www.QuakesmartCommunity.org)**

A program of resources and recognition for organizations looking to secure their space, systems, structure, staff and services for earthquakes. Great guidance to complete steps and application for recognition

### DISASTER RESISTANT BUSINESS (DRB) TOOLKIT®

**[www.DRBToolkit.org](http://www.DRBToolkit.org)**

Simple, yet comprehensive step-by-step application uses videos and interactive content that's 100% customizable for organizations to identify risk, prioritize operations, and train employees. Develop or enhance your continuity plan and program. Learn how to create exercises; get solutions for before, during, and after disaster; and make better decisions to keep your doors open

### GREAT SHAKEOUT EARTHQUAKE DRILLS

**[www.ShakeOut.org](http://www.ShakeOut.org)**

Register here to join millions of people worldwide who practice self-protective actions each year, in businesses, organizations, government, schools, and other organizations. Comprehensive drill planning resources are available for simple to advanced drills at any time. Many additional resources for what to do before, during, after are also available

### U.S. DEPARTMENT OF HOMELAND SECURITY (DHS) FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA)

**[www.dhs.gov](http://www.dhs.gov) / [www.fema.gov](http://www.fema.gov)**

DHS/FEMA provide current National Terrorism Advisory Level, national security, preparedness and response programs, applying for disaster assistance, resources, and training

### READY BUSINESS

**[www.ready.gov/business/](http://www.ready.gov/business/)**

Business Section – Information on how to create a plan for your business, training and awareness aids, downloadable information

### CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES

**<https://www.caloes.ca.gov/businesses-organizations>**

Businesses can do much to prepare for and lessen impacts of natural hazards, including earthquakes, floods, fires, tsunamis, and pandemics. Cal OES offers information about training, materials and assistance to help respond to and recover from such disasters.

### U.S. CHAMBER OF COMMERCE FOUNDATION

**[www.uschamberfoundation.org/disaster-response-and-community-resilience](http://www.uschamberfoundation.org/disaster-response-and-community-resilience)**

The Chamber's Corporate Citizenship Center (CCC) has great resources such as Preparedness & Recovery Quick Guides (printed and expanded online guides), as well as the National Disaster Help Desk that provides assistance to organizations and communities struck by disaster—just call 1-888-MY-BIZ-HELP (888-692-4943)

### U.S. SMALL BUSINESS ADMINISTRATION (SBA)

1-800-U-ASK-SBA (1-800-827-5722)

E-mail: [answerdesk@sba.gov](mailto:answerdesk@sba.gov)

**[www.sba.gov/services/disasterassistance](http://www.sba.gov/services/disasterassistance)**

Provides excellent information regarding types and how to apply for disaster assistance, and other resources

**[www.preventionweb.net/files/3548\\_servdispreppanningguide.pdf](http://www.preventionweb.net/files/3548_servdispreppanningguide.pdf)**

SBA's "Expect the Unexpected: Prepare Your Business for a Disaster" guide with tips and resources for multi-hazards

### CENTER FOR DISEASE CONTROL (CDC)

**[www.cdc.gov](http://www.cdc.gov)**

Emergency Preparedness and Response Section – Obtain information regarding specific health threats, how to plan for them and how to create a supply kit

### DISASTER RESOURCE GUIDE

**[www.disaster-resource.com](http://www.disaster-resource.com)**

A source for Business Continuity news, articles, trends, and a guide for additional resources



## COMPREHENSIVE SCHOOL SITE SAFETY PLAN ADDENDUM

### INFECTIOUS DISEASES

This Addendum to the Comprehensive School Site Safety Plan is based on guidance to schools from the California Department of Public Health. It is meant to be a guide to help both schools and school districts make informed decisions in case of the spread of any infectious disease with the potential for serious illness and which would put the community at great risk. The Arvin Union School District will follow these guidelines:

- Each school site in the district to include Bear Mountain Elementary, Sierra Vista Elementary, El Camino Real Elementary and Haven Drive Middle School will review and update the comprehensive school safety plans and infectious disease plan annually.
- The plans will be communicated with the school community, teachers and district staff.
- The Public Health Department encourages all persons over 6 months of age to receive the flu vaccine.
- Students, teachers and staff who present with a fever and or respiratory infections symptoms, will be sent home immediately. When feasible, a "sick room" will be identified through which others do not regularly pass.
- The Arvin Union School District will encourage all students stay home when sick and remain at home until a fever has been gone for at least 24 hours.
- All District staff and students will cover their cough with a tissue or sleeve and tissues and other necessary supplies will be within close reach.
- Hands will be washed frequently for at least 20 seconds, especially after using the bathroom, before eating, and after blowing your nose, coughing or sneezing.
- Staff and students are to avoid touching eyes, nose and mouths with unwashed hands.
- Surfaces in the classrooms, offices and buses which are touched daily will be cleaned frequently.
- The Arvin Union School District will consider alternatives to congregate or meet in groups within the school and or community activities such as assemblies. Alternate approaches which limit close contact will be developed.
- The staggering of recess time to limit the number of students who are together may be implemented.

- In consultation with the local public health department, District officials may determine readmission criteria for staff and students who are out ill with an infectious disease.
- The staff at each district site will develop a plan for communication with parents and the community in the event a school would need to close, and will maintain regular communication with the local health department and the Kern County Superintendent of Schools.
- The District will consider cancelling or postponing any non-essential event during an outbreak.
- Staff and students will be encouraged to minimize close contact and suggest no handshaking or hugging.
- The district is developing ideas to plan for the continuity of education during a potential school closure.
- Criteria and information on this topic is included in existing board policy and administrative regulations.

# **Arvin Union ESD**

## **Board Policy**

### **Employees With Infectious Disease**

BP 4319.41

#### **Personnel**

The Board of Trustees encourages each employee to inform the district as soon as possible if he/she contracts an infectious disease which creates a physical or mental disability. The Board will reasonably accommodate the needs of such individuals.

The Board may reassign or grant disability leave to an employee who is unable to perform his/her job responsibilities because of illness or because the employee's illness significantly endangers his/her health or safety or the health or safety of others.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

No employee will be discriminated against because of his/her disability. Legal protections established for disabled persons extend to individuals significantly impaired by infectious diseases.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

When informed that an employee has a disabling infectious disease, the Superintendent or designee may request that the employee sign a release form to provide confidential medical information and records.

In determining a reasonable accommodation of the employee's condition, the Superintendent or designee may consult with public health officials or physicians with expertise in the diagnosis and treatment of infectious disease. The Superintendent or designee may also communicate with the employee's physician regarding the employee's ability to perform the essential requirements of the job with reasonable accommodation and without posing significant health or safety risks to the employee or others.

The Superintendent or designee shall prepare a confidential report which includes his/her recommendation and the medical information upon which it is based. These recommendations shall take into consideration:

1. The nature of the disease and the probability of its being transmitted, including the duration and severity of the risk

2. The physical condition of the employee, including diagnosis, treatment, and prognosis of the condition
3. The actual requirements of the employee's job and the expected type of interaction with others in the school setting

This report shall be forwarded to the Board for confidential review and action.

The job assignment of an employee with a disabling infectious disease shall be reevaluated whenever there is a change in medical knowledge or in the employee's medical regimen or health which might affect his/her assignment.

#### Confidentiality

The Board and the Superintendent or designee shall ensure that employee rights to confidentiality are strictly observed. The district shall disclose medical record information only to the extent required or permitted by law. The medical records of any employee with a disabling infectious disease shall be held in strict confidence.

#### Legal Reference:

##### CIVIL CODE

56-56.37 Confidentiality of medical information

##### GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

##### HEALTH AND SAFETY CODE

120975-121020 Mandated blood testing and confidentiality to protect public health

##### CODE OF REGULATIONS, TITLE 2

7293.5 et seq.

##### UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act

##### UNITED STATES CODE, TITLE 42

12101-12213 Americans With Disabilities Act

##### COURT DECISIONS

School Board of Nassau County, Fla. v. Arline, 408 U.S. 273 (1987)

Policy ARVIN UNION SCHOOL DISTRICT  
adopted: January 17, 2006 Arvin, California

# **Arvin Union ESD**

## **Administrative Regulation**

### **Infectious Diseases**

**AR 5141.22**  
**Students**

#### **Review Team**

The parents/guardians of a student with an infectious disease may ask the Superintendent or designee to convene a review panel to make recommendations regarding appropriate programs and services for their child. The review panel may refer the decision to an individualized education program or 504 team as appropriate.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)  
(cf. 6159 - Individualized Education Program)  
(cf. 6164.4 - Identification of Individuals for Special Education)  
(cf. 6164.6 - Identification and Education Under Section 504)

Regulation    ARVIN UNION SCHOOL DISTRICT  
approved: February 20, 2007 Arvin, California

# Arvin Union ESD

## Administrative Regulation

### Exclusions From Attendance

AR 5112.2

#### Students

The Superintendent or designee shall ensure that each child entering a district school at any grade level adheres to district admission requirements and enrollment procedures.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5116 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5125 - Student Records)

(cf. 5141.3 - Health Examinations)

#### Mandatory Exclusions

The Superintendent or designee shall not unconditionally admit any student to an elementary or secondary school, preschool, or child care and development program for the first time, nor, after July 1, 2016, admit or advance any student to grade 7 unless the student has been fully immunized in accordance with Health and Safety Code 120335 and BP/AR 5141.31 - Immunizations or is exempted by law.

If a conditionally admitted student has not received required immunizations within 10 days after his/her parent/guardian has been notified of the need to do so, the student shall be excluded until he/she provides written evidence that he/she has received the vaccines due at that time. (Education Code 48216; Health and Safety Code 120335, 120370; 17 CCR 6055)

(cf. 5141.31 - Immunizations)

(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall not admit a student who is reasonably suspected of having active tuberculosis. He/she shall be denied admission until the local health officer or licensed medical practitioner informs the district, in writing, that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 121485, 121495, 121505)

(cf. 5141.26 - Tuberculosis Testing)

The Superintendent or designee shall exclude a student who is infected with any contagious or infectious disease. The student shall be permitted to return to school when a medical provider informs the Superintendent or designee in writing that he/she is satisfied that the contagious or infectious disease no longer exists. (Education Code 49451; 5 CCR 202)

The Superintendent or designee shall exclude a student who resides where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed and who is subject to strict isolation or quarantine of contacts, unless written permission of the health officer is provided. (Health and Safety Code 120230)

#### Permissive Exclusions

A student may be excluded from attendance at a district school under either of the following circumstances:

1. If there is good cause to believe that the student has been exposed to any disease stated in Health and Safety Code 120335 and his/her documentation of immunization does not show proof of immunization against that disease, the student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120335, 120370)
2. If the student has not had the health screening specified in Health and Safety Code 124040 before or within the first 90 days of attending first grade, he/she may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted the student from this requirement in accordance with law. (Health and Safety Code 124105)

(cf. 5141.32 - Health Screening for School Entry)

#### Notifications to Parents/Guardians

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded for any of the following reasons: (Education Code 48213)

1. He/she resides in an area subject to quarantine pursuant to Health and Safety Code 120230.
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to Education Code 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. (Education Code 48213)

(cf. 5145.6 - Parental Notifications)

In all other cases, the Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion, prior to excluding the student from

attendance.

### Appeals from Exclusion

Upon exclusion of his/her child, a parent/guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee to exclude his/her child, he/she may appeal the decision to the Board of Trustees.

The parent/guardian shall have an opportunity to inspect all documents upon which the district is basing its decision, to challenge any evidence and question any witness presented by the district, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

### Legal Reference:

#### EDUCATION CODE

48210-48216 Persons excluded

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

49451 Parent's refusal to consent

#### HEALTH AND SAFETY CODE

120230 Exclusion of persons from school

120325-120380 Educational and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

124025-124110 Child Health and Disability Prevention Program

#### CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with a contagious disease

#### CODE OF REGULATIONS, TITLE 17

6055 Exclusion for failure to obtain required immunizations

### Management Resources:

#### CSBA PUBLICATIONS

Recent Legislation on Vaccines: SB 277, Fact Sheet, August 2015

#### WEB SITES

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

California Department of Public Health, Immunization Branch:

<http://www.cdph.ca.gov/programs/immunize>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Regulation ARVIN UNION SCHOOL DISTRICT

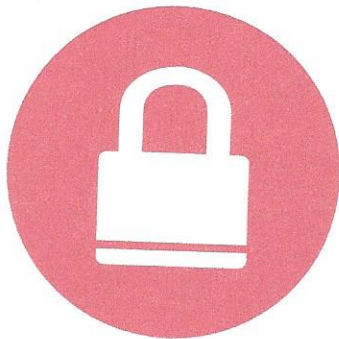
approved: June 14, 2016 Arvin, California

# THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Schools, Districts, Departments and Agencies  
The "I Love U Guys" Foundation  
SRP K12 Version 2.0



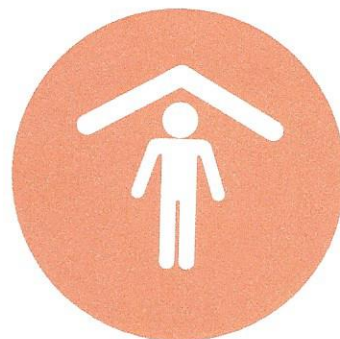
**LOCKOUT**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## **PEACE**

It does not mean to be in a place where  
there is no noise, trouble, or hard work.

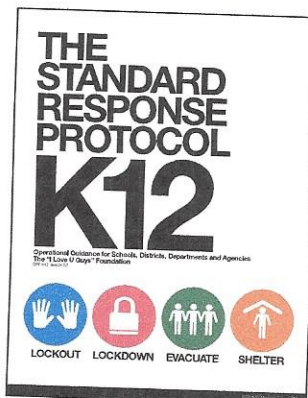
It means to be in the midst of those  
things and still be calm in your heart.



# STANDARD<sup>TM</sup> RESPONSE PROTOCOL

## CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
Russ Deffner John-Michael Keyes	2	01/08/2015	Version update. See: The Standard Response Protocol - V2 An Overview of What's New in the Standard Response Protocol
John-Michael Keyes	2.0.1	11/11/2019	Revised format to accommodate on demand printing by Lulu. <a href="http://lulu.com">http://lulu.com</a>



**Operational Guidance for Schools, Districts, Departments and Agencies**  
 A General Guide on Incorporating and Operating  
 The Standard Response Protocol within a School Safety Plan  
 Version 2.0



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## THE "I LOVE U GUYS" FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?" Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

### MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

### TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold.
2. Core actions and directives are not modified.
  - 2.1. Lockout - "Get Inside. Lock Outside Doors"
  - 2.2. Lockdown - "Locks, Lights, Out of Sight"
  - 2.3. Evacuate - *followed by a Location*
  - 2.4. Shelter - *followed by a hazard and safety strategy*
3. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
  - 3.1. Email notice to [srp@iloveguys.org](mailto:srp@iloveguys.org)
  - 3.2. Notice of Intent
  - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
  - 4.1. Localization of evacuation events
  - 4.2. Localization of shelter events

### CERTIFICATION PROGRAMS

The "I Love U Guys" Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization.

### COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Response Protocol, The "I Love U Guys" Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use.

### WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis.

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## **REQUEST FOR COMMENT**

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. As of 2015, the SRP has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

Suggestions for modification can be made via email at [srp\\_rfc@iloveguys.org](mailto:srp_rfc@iloveguys.org). Please include contact information, district, department or agency, including day time phone.

## **SRP REVIEW COMMITTEE**

The "I Love U Guys" Foundation SRP Review Committee is comprised of safety stakeholders from a variety of perspectives and professions. The charter of the committee is to advise on the merits of any substantive changes to The Standard Response Protocol. This ensures that changes will not be incorporated into the SRP without consideration or deliberation.

The SRP Review Committee communicates on substantive changes to the SRP primarily through electronic means - Email or teleconference.

The following are the current members of the SRP Review Committee.

### **Dr. David Benke**

The "I Love U Guys" Foundation  
Bailey, Colorado

### **Sgt. AJ DeAndrea**

Jefferson County Regional SWAT Team  
Arvada, Colorado

### **Pat Hamilton**

Director of Safe and Secure Environments  
Adams 12 Five Star Schools  
Thornton, Colorado

### **John-Michael Keyes**

Executive Director, The "I Love U Guys" Foundation  
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### **John McDonald**

Executive Director  
Safety, Security and Emergency Planning  
Jeffco Public Schools  
Lakewood, Colorado

### **Louis J. Rapoli**

Emergency Preparedness Consultant  
Peregrine Training Services  
Former NYPD  
Newburgh, New York

### **Lee Shaughnessy**

Vice President The "I Love U Guys" Foundation  
Denver, Colorado



## INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan, for critical incident response within individual schools in a school district.

### **SRP IS NOT A REPLACEMENT... IT'S AN ENHANCEMENT TO YOUR EXISTING SAFETY PLANS.**

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the "Terms of Art" and "Directives" defined by this protocol.

SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated the SRP and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <http://iloveguys.org>.

## BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by dedicated safety or security personnel. That same, Safety Team, should be responsible for incorporating the SRP into the safety program. Having staff and including students on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety program, it is highly encouraged that while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

## A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye as often they can be described as a "Directive" of a certain "Term of Art"; i.e. conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

## TIME BARRIERS

Time barriers or measures taken beforehand to 'harden the structure' can be an invaluable asset to safety; not only of staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time Barriers are best described as a physical barrier that slows down the entry into or movement through a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

A simple example of a Time Barrier would be making the exterior doors of a building automatically lock and could include installing a film on glass door panels to prevent them from shattering, delaying an intruder's attempt to break into the premises.

Finally, the most powerful time barrier in an active shooter event is a locked classroom door. Foundation investigation into past school shootings reveals that no person behind a locked classroom door has ever been physically harmed by an active shooter.

## THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.

### SRP IS ACTION BASED

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

1. **Lockout** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
2. **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
3. **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
4. **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown."

Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be chained. For instance, "Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

## BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes

a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

### LOCKOUT VS LOCKDOWN

The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. "Lockout! Get Inside. Lock Outside Doors. Lockdown! Locks, Lights, out of Sight." would be announced on public address. We are in "Lockdown and Lockout" would be conveyed to emergency services or 911.

### TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.



# SRP IN A NUTSHELL

## 4 ACTIONS

Each protocol has specific staff and student actions that are unique to the action. In the event student or staff identifies the initial threat, calling 911 and administration is advised.



### LOCKOUT - "GET INSIDE. LOCK OUTSIDE DOORS"

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Teachers** are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual



### LOCKDOWN - "LOCKS, LIGHTS, OUT OF SIGHT"

**Students** are trained to:

- Move away from sight
- Maintain silence

**Teachers** are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door

- Take roll, account for students

## EVACUATE - "TO A LOCATION"

**Students** are trained to:

- Leave stuff behind
- Bring their phone
- Form a single file line

**Teachers** are trained to:

- Grab roll sheet if possible
- Lead students to Evacuation location
- Take roll, account for students



## SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

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

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Teachers** are trained in:

- Appropriate Hazards and Safety Strategies
- Take roll, account for students
- Report injuries or problems, at the Evacuation Assembly, to first responders using Red Card/ Green Card method.



## 1 DEMAND

The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

\* Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

## PROTOCOL DETAILS

### SUMMARY

This section of the guidance defines conditions, actions responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

## PREREQUISITES

### NIMS CERTIFICATION

For full adherence to SRP the School and District Administration and Safety Teams must certify in the following Independent Study programs offered by the National Incident Management System (NIMS):

1. **IS 100** SCA Introduction to Incident Management for Schools
2. **IS 362** School Safety Planning

These courses are available online at <http://training.fema.gov>. Anticipate 1 to 3 hours per course to successfully achieve certification.

The courses are offered at no charge.

(Note: The "I Love U Guys" Foundation is not affiliated with FEMA.)

### SCHOOL SAFETY PROGRAM

Schools incorporating SRP must have written safety plans and ongoing safety programs as identified in the the safety plan.

### CREATING TIME BARRIERS

Historical data on active shooters suggests that a locked classroom door is a proven life saving strategy. Barricading is another option that has a positive track record. Self evacuation is another option. These strategies all provide a "Time Barrier" between students, assailants.

### DOORS, LOCKS, STRESS AND FIRE MARSHALS

A consistent observation by first responders is that human beings, under stress, have difficulty completing even mundane tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills and often result in extended times to insert a key and lock a door.

Keeping classroom doors locked during class, however, has proven to be disruptive, especially in high school classrooms. Propping a locked door might challenge some jurisdictions' fire code.

Adams County 12, Five Star Schools (Colorado) faced this challenge with a unique solution. Classroom doors in the district open out from the classroom. The keyed locks are in the doorknob, outside of the classroom. This means staff must stand in the hallway to actuate the lock, exposing them to risk during a Lockdown.

Adams County 12, Five Star Schools is using a simple, but effective workaround to solve this challenge. Flexible magnetic sheeting (such as refrigerator magnets) 1 3/4" x 6" are placed in the door jamb to prevent the door handle latch from catching. This allows the door to remain "locked" yet still allow access. In the event of a Lockdown, even highly stressed staff can readily pull the strip from inside of the jamb allowing the door lock.

### TALK TO THE FIRE MARSHAL

It's important to talk to local fire authorities regarding this "Life Safety" solution. It may be relegated to only buildings with sprinkler systems. Code interpretation varies between authorities.

### MEMORANDUMS OF UNDERSTANDING

Establishing Memorandums of Understanding (MOUs) between stakeholders is imperative. In many districts there is a handshake between the Superintendent and the Sheriff or Fire Marshal. Formalized MOUs are a requirement for full adherence to the SRP and should be reviewed and renewed on a scheduled basis.

### LIAISONS AND OTHER MOUS

Schools and/or Districts should have a dedicated liaison and a Memorandum of Understanding with city, county or parish law enforcement agencies, fire departments, emergency medical services and emergency managers.

### THE "I LOVE U GUYS" FOUNDATION MOUS OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized MOU with The "I Love U Guys" Foundation. Sample MOUs are provided in this material for that purpose. The purpose of this MOU is to confirm adherence to the protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

Another option is to formally notify the foundation with a "Notice of Intent."

These are included within this material.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email [srp@iloveuguy.org](mailto:srp@iloveuguy.org) and let know.





## LOCKOUT CONDITION

Lockout is called when there is a threat or hazard **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the security of the physical facility to act as protection.

### PUBLIC ADDRESS

The public address for Lockout is: **"Lockout! Get Inside. Lock Outside Doors"** and is repeated twice each time the public address is performed.

### ACTIONS

The Lockout Protocol demands bringing students into the main building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned "Primary Responsibility" for a "Lockout Zone" should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points.

The assigned staff is designated as having **"Lockout Duty."**

There should also be assigned a person with "Secondary Responsibility" for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office.

The front office should field information from the classrooms regarding missing or extra students in the classroom.

### REPORTER

Lockout is typically reported by emergency dispatch to the school operator. The operator then informs administration and invokes the public address.

It may also be reported to the school operator by students, staff or teachers if a threat is directly observed outside of the building.

### PREPARATION

Identification and of perimeter access points that must be locked in the event of a Lockout defines the **"Lockout Perimeter."**

Logical areas, building wings or other access point groupings define individual **"Lockout Zones"** within the Lockout Perimeter.

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

### DRILLS

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

### CONTINGENCIES

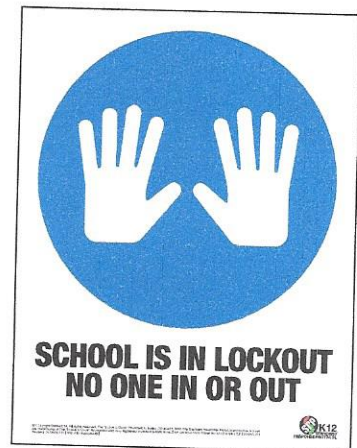
There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular building are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

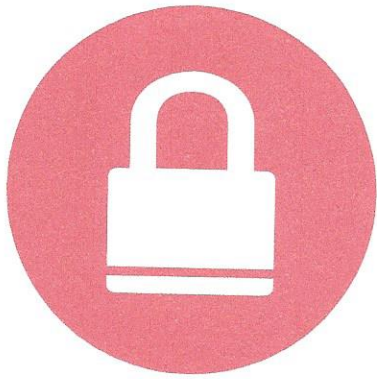
If during a Lockout a hazard manifests inside the school - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

### EXAMPLES OF LOCKOUT CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal on school grounds
- Criminal activity in area
- Civil disobedience





## LOCKDOWN CONDITION

Lockdown is called when there is a threat or hazard **inside** the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

### PUBLIC ADDRESS

The public address for Lockdown is: **"Lockdown! Locks, Lights, Out of Sight!"** and is repeated twice each time the public address is performed.

### ACTIONS

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building.

Teachers and student training reinforces the practice on **not** opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

### REPORTER

Lockdown is typically reported by students or staff to the school operator. The operator then invokes the public address and informs administration.

It may also be reported to the school operator by local emergency dispatch.

### PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

### DRILLS

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years. (For more information on drills see page



### CONTINGENCIES

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

### EXAMPLES OF LOCKDOWN CONDITIONS

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Active shooter

### RED CARD/GREEN CARD

Some safety plans suggest sliding a red or green card under the door to indicate status. The SRP suggests this practice **not** be taken. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

Please see the section on Red Card/Green Card/Med Card.



## EVACUATE CONDITION

Evacuate is called when there is a need to move students from one location to another.

### PUBLIC ADDRESS

The public address for Evacuate is: **"Evacuate! To a Location"** and is repeated twice each time the public address is performed.

For instance **"Evacuate! To the Flag Pole. Evacuate! To the Flag Pole."**

### ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher is usually responsible for initiating an evacuation. In a police led evacuation, students may be instructed to form a single file line and hold hands front and back. Or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

### REPORTER

Evacuate is typically called by the school operator or in the case of a police led evacuation, by the responding officer.

### PREPARATION

Evacuation preparation involves the identification of facility Evacuation Points, as well as student, teacher, and administrator training for both normal and police led evacuations.

### EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

### DRILLS

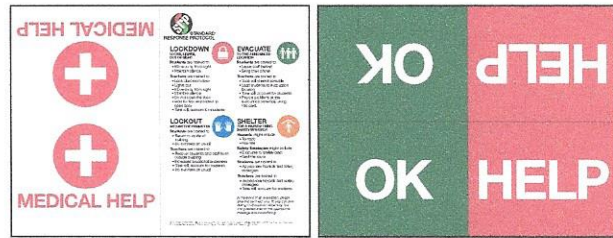
Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

## RED CARD/GREEN CARD/MED CARD

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes. (Select only one of the three card styles.)

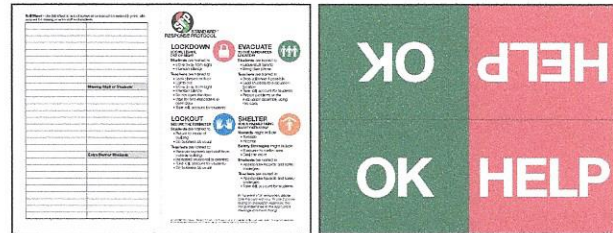


- **Green Card (OK)** - All students accounted for, No immediate help is necessary
- **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
- **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

Schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.

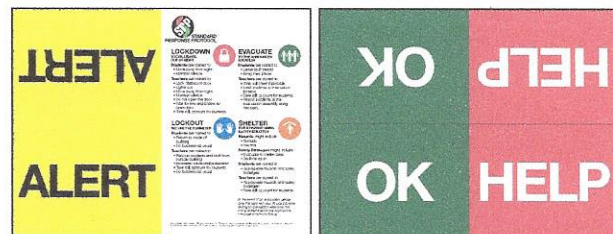
## RED CARD/GREEN CARD/ROLL CARD

An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.



## RED CARD/GREEN CARD/ALERT CARD

Another alternative the Red/Green/Alert Card.



(Select only one of these three card styles.)

## CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

## STANDARD REUNIFICATION METHOD

The "I Love U Guys" Foundation has developed guidance for reunifying parents with their children. These materials are available at no cost to districts, departments and agencies.



## **SHELTER CONDITION**

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or hazmat.

## **PUBLIC ADDRESS**

The public addresses for shelter should include the

hazard and the safety strategy.

The public address is repeated twice each time the public address is performed.

## **HAZARDS MAY INCLUDE:**

- Tornado
- Hazmat
- Earthquake
- Tsunami

## **SAFETY STRATEGIES MAY INCLUDE:**

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

## **ACTIONS**

Prior versions of the SRP sourced materials that were current on the FEMA website. As this FEMA guidance evolved, the FEMA information presented in SRP Operational Guidance became outdated.

It is strongly advised to remain current on both FEMA guidance regarding Shelter actions as well as local emergency manager guidance.

## **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

## **RESPONSIBILITY**

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

## **REPORTER**

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

## **PREPARATION**

Identification and marking of facility shelter areas.

## **DRILLS**

Shelter safety strategies should be drilled once a year.

## **SHELTER - STATE THE HAZARD AND SAFETY STRATEGY VS. "SHELTER-IN-PLACE"**

Oddly, one of the most often heard concerns about the SRP is the abandoning of "Shelter-in-place." The reason for this was simple. "Shelter-in-place" is contextual. Students and staff are somehow "supposed" to know which "Shelter-in-place" action to take.

During the initial development of the SRP, local, state and federal resources cited over a dozen different actions associated with "Shelter-in-place." Everything from hazmat to tornado to active violence to holding in a classroom were "Shelter-in-place" events.

## **PLAIN LANGUAGE ACT**

With FEMA recommending plain, natural language,<sup>1</sup> the Foundation introduced the Shelter directive and suggested that rather than saying "In Place" as the action, identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.

Shelter is one of the points where the SRP integrates tightly with school and district safety plans. Local hazards are very real and very important. If "Shelter-in-place" is part of emergency planner tradition and culture, it shouldn't be a stumbling block in implementing the SRP.

The goal of the SRP is that there is a shared, plain, natural language between students, staff and first responders. Evaluate how pervasive "Shelter-in-place" is, throughout the affected populations.

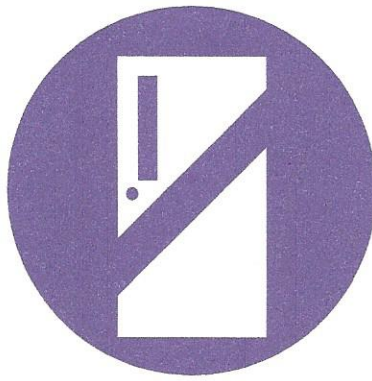
## **CUSTOMIZATION**

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09. It may be compatible with Pages 6.x for Mac OS X, iOS, or iWork for iCloud beta. Currently, artwork is not available for Microsoft® Word. See FAQs.

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1. Our promise to you: Writing you can understand - <https://www.fema.gov/plain-language-act> (URL still active January 2015)



## HOLD IN YOUR CLASSROOM

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may demand keeping students out of the halls until it is resolved.

The focus of the SRP was in using common language and expectations in a crisis, between students, staff and first responders. While we looked at “Hold in your Classroom” as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. (Although a medical emergency might warrant the action.)

With the mandate of “Keep it Simple,” the decision was made to **not** make “Hold in your classroom” an SRP action at this time. That said, we received requests to include the concept and integrate it into classroom training and materials. While there are numerous variations the following guidelines have been established.

### PUBLIC ADDRESS

The public address for Hold is: **“Hold in your classroom”** and is repeated twice each time the public address is performed.

### ACTIONS

Students and teachers are to remain in their classroom, even if there is a scheduled class change, until the all clear is announced.

## SRP V2 EXPANDED AUDIENCE

The old adage “Build a better mouse trap and they’ll beat a path to your door,” is apparently true. In developing the original Standard Response Protocol, The “I Love U Guys” Foundation knew that it was an all-hazards, every-age, solution to sharing common language, common actions, and common expectations of behavior, between those impacted by a crisis and first responders. But our mission was youth.

Even though the materials were geared to a K-12 environment, business and institutions made them work. From Credit Unions to Courthouses to Community Colleges to Cathedrals, the SRP has been integrated into safety plans in business, institutions and organizations across the US and Canada.

As a result, the Foundation has worked with safety professionals to create materials for all audiences. Additionally, we’ve documented “What’s New” in the Standard Response Protocol. All digital materials are available at no cost at <http://iloveuguy.org>. Printed materials may be purchased through Amazon or the Foundation’s eStore.

### SRM V2

The Standard Reunification Method has also been updated.



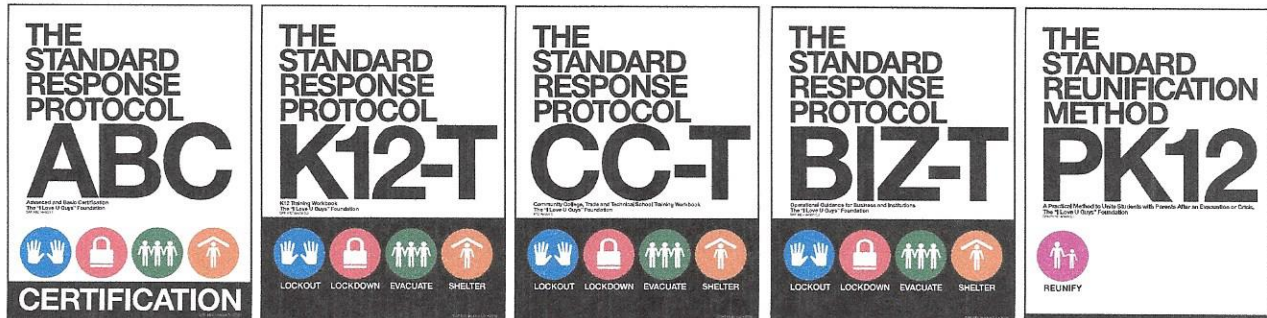
What's New in SRP V2

Pre-K to Second Grade

K12 Guidance

College Guidance

Business Guidance



Certification

K12 Training

College Training

Business Training

Reunification

# APPENDIX A

## RED/GREEN/MED/ROLL/ALERT CARDS



## LOCKDOWN DRILL INTRODUCTION

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the "Muscle Memory" should an actual Lockdown occur. Drills also reveal deficiencies

that may exist in either procedure or personnel.

### PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation (available at <http://iloveguys.org>).

Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a "Safe Zone" in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, alternative locations should be identified.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

### PARTNERSHIPS

School level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

### THE EMERGENCY RESPONSE TEAM

A common practice is for the school to have a pre-identified Building/School Emergency Response Team. In a growing number of states, these teams are legislatively mandated to be organized using the Incident Command System. Even if not mandated, this structure is effective for responding to any type of incident and is used by other first responders.

It is not uncommon for administration to survey the staff population for prior emergency response, military or law enforcement experience for placement in the team.

### THE LOCKDOWN DRILL TEAM

The Lockdown Drill Team is a little different than the Emergency Response Team. During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The ideal Lockdown Drill Team should include the principal, facilities manager, district safety representatives and law enforcement. In larger schools it's important to have enough people on the team to conduct the drill in a timely manner.

### STAFF NOTIFICATION

When Lockdown Drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

### SPECIAL NEEDS CONSIDERATIONS

It is critical to inform special needs staff prior to every drill. Some special needs students need advance notification that a drill is going to occur. For some students, any alteration to routine can be problematic.

### THE PRE-DRILL BRIEFING

Prior to the Lockdown Drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments
2. Expected drill duration
3. The door knock and classroom conversation
4. Potential student or staff distress
5. Announcing the Lockdown Drill

When using public address to announce a Lockdown Drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that this is a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

### CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as "Scribe" and documents each classroom response. (See Lockdown Response Worksheet.)

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request.

At this point a member of the team unlocks the classroom door and announces their name and position.

### THE CLASSROOM CONVERSATION

Typically this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self evacuation and other life safety strategies can be discussed. Any issues should be addressed gently but immediately.

### WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building.

### THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief. Any issues should be documented and actions items should be identified.

# LOCKDOWN DRILL WORKSHEET

School \_\_\_\_\_

Date/Time \_\_\_\_\_

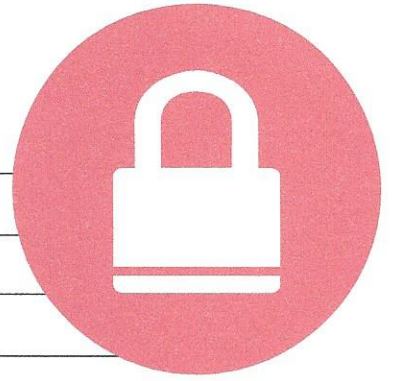
Team Members \_\_\_\_\_

\_\_\_\_\_

Stopwatch Time \_\_\_\_\_

Student Population \_\_\_\_\_

Staff Count \_\_\_\_\_



Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Notes \_\_\_\_\_

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## TEACHER GUIDANCE AFTER A LOCKDOWN DRILL

In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a

Lockdown Drill. This is provided as guidance for for a conversation with students.

### TALKING TO KIDS ABOUT THE SRP

There is a great deal of variation between elementary and high school. Elementary Students are much more willing to do what they are told. High school students always think they know better than adults. Perhaps with high school students our best goal is compliance rather than agreement.

### BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started.



trying to keep you safe. I am not going to apologize for trying to save you.

Be sure the students know someone may come by to try the door. They are to maintain silence.

### SAFE ZONE

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in.

Check the doors and windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. I kept my door locked all the time. It took a year and three requests before we could get a lock changed. Be politely persistent.

### DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

Will you station yourself in ambush with what ever improvised weapon you can find?

Play baseball during a free period with the kids once a year. It gives you an excuse to have a bat in your room.

### AFTER THE DRILL

This is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask and you will probably have to end the discussion after about 10 minutes when the "what ifs" start to become absurd.

Therefore you might want to prime the pump by asking. "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?"

Remember they aren't, just, trying to get out of class. I know your subject is important. You wouldn't want to teach it otherwise. But you are giving a kid a skill that is important for her entire life.

### WHAT IF I AM IN THE HALL?

We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and lights out then find a place to hide. Do not go from classroom to classroom. We will not open the door for anyone because that person could be held hostage. If someone has a legitimate need to get in the room that person will have a key.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

### WHAT IF I AM AT LUNCH?

The same procedure applies.

### WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

### WHAT IF A BAD GUY COMES IN THE ROOM?

The kids should know to evacuate. Tell them which door and to where, preferably to another room to lock down. Decide what you are going to do because the next question will be, "Mrs. Faversham? What are you going to do?"

### WHAT IF I AM OUTSIDE?

Go to (name your evacuation site). Ask if they know how to get there. Discuss how to get to the evacuation site the fastest way. Or get in the school, get in a classroom and lock down.

Let the cops do their job. If you need help go to a teacher.

## PUBLIC ADDRESS PROTOCOL

The public address is repeated twice each time the public address is performed.

The following represents the Public Address for The Standard Response Protocol

- **Lockout!** Get Inside. Lock Outside Doors
- **Lockdown!** Locks, Lights, out of Sight
- **Evacuate!** To a Location
- **Shelter!** For Hazard Using Safety Strategy

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.

## CLASSROOM POSTERS

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums auditoriums and hallways.

The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.

Downloadable templates are available for production of the posters at <http://iloveguys.org> at no charge.

## CELL PHONES

It is not uncommon for school administrators to ban cell phone use during a lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications.

There is also an opportunity to ask the students to text their parents with crafted messages. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID."

## TRAINING RESOURCES

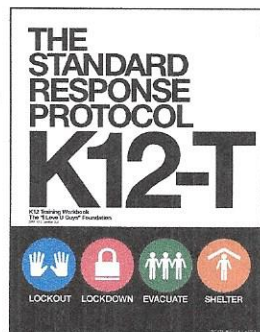
The Foundation can provide on site training and has worked with a number of organizations in providing train the trainer sessions.

## PROGRAM REVIEW

Reviewers of this material are available at <http://iloveguys.org>

## SRP REVIEW COMMITTEE

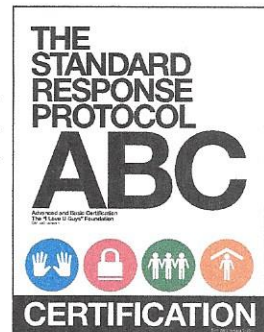
The SRP is locked at version 2. Substantive changes can now only be made after committee review. Change requests can be emailed to [srp\\_rfc@iloveguys.org](mailto:srp_rfc@iloveguys.org). Please include all contact information.



## ADVANCED AND BASIC CERTIFICATION PROGRAMS

The "I Love U Guys" Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization. Two levels of certification are available - Basic Certification or Advanced Certification.



## WHY CERTIFY?

Certification is another demonstration of your organization's commitment to safety. It shows that your organization meets baseline requirements in implementing the SRP.

## WHAT'S IT COST?

The Basic Certification cost is \$300 per organization and must be renewed every two years. The Advanced Certification cost is \$1,000 in addition to training costs and demands on site training and evaluation by Foundation certified personnel.

Organizations are classified as follows:

- Public School District
- Community College Campus
- University Campus
- Private School Network
- Independent Private School
- Catholic Diocese
- Sheriff's Office
- Local Police
- Special Jurisdiction
- Tribal Police
- State Police/Highway Patrol
- Fire Protection District/Department
- Business Site
- Hospital Site

## WHAT ARE THE REQUIREMENTS FOR CERTIFICATION?

For full details see our certification guides available online at [iloveguys.org](http://iloveguys.org), but in general include presence of an organization safety team, regular drills, training, public address protocols, partnerships between organizations and first responders and outreach to the organization's community.

Within those general guidelines are specific program objectives and procedures.

Advanced Certification includes all outcomes from the Basic Certification but also requires on-site training and evaluation.

## ARE THERE ANY GRANTS AVAILABLE?

While we feel both certification programs are modestly priced, there is a grant process that can reduce or eliminate the certification costs.



## **STANDARD<sup>TM</sup> RESPONSE PROTOCOL**

### **FREQUENTLY ASKED QUESTIONS**

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

#### **SERIOUSLY, WHAT DOES IT REALLY COST?**

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Simply download the materials and begin the process.

#### **WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?**

Please look at the materials designed specifically for institutional use on the website. <http://iloveuguy.org>.

#### **I SEE YOU OFFER TRAINING, DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?**

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts departments and agencies. If your organization is interested in Foundation training, please contact for rates and terms.

#### **WHAT IS THE DIFFERENCE BETWEEN LOCKOUT AND LOCKDOWN AGAIN?**

The term "Lockout" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Get Inside. Lock Outside Doors" which signals teachers and staff to lock exterior doors and while it calls for heightened situational awareness, allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Lockout. If the threat is inside the building, Lockdown.

#### **WHAT IF THE THREAT IS CLOSE TO THE BUILDING?**

There may be situations where both a Lockout and a Lockdown may be called simultaneously. In this case securing the perimeter, securing the classroom and getting out of sight would be the practice.

#### **IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?**

No. We don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked leave them locked. Be sure you have a plan, in advance, that allows first responders the ability to enter the building quickly.

#### **WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?**

Yes, people may be able to enter the building during the window of time between calling a Lockdown and the arrival of first responders.

A Lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant, deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the Lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

#### **WHY ISN'T "HOLD IN YOUR CLASSROOM" AN SRP ACTION?**

While we looked at "Hold in your Classroom" as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. We do include it in some classroom training materials as an optional addition.

#### **I THOUGHT I SAW SHELTER GUIDANCE?**

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

#### **CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?**

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, amongst other items.

## **CAN I MODIFY MATERIALS?**

That depends. The core actions and directives must remain intact. These are:

1. **Lockout** "Get Inside. Lock Outside Doors"
2. **Lockdown** "Locks, Lights, Out of Sight"
3. **Evacuate** followed by the announced location
4. **Shelter** followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the classroom poster should be modified to include hazards and safety strategies that are specific to your location.

## **ARE THE SOURCE MATERIALS AVAILABLE?**

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09.

## **CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?**

No. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

## **CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?**

Schools, districts, departments, agencies and organizations are free to use the materials under the "Terms of Use" outlined in this document.

## **DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?**

No. You really don't need to ask permission. But, it would be fabulous if you let us know that you're using our programs.

## **DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?**

It is not necessary to sign an MOU with the Foundation. But, please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

## **DO I HAVE TO SEND A NOTICE OF INTENT?**

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders.

## **DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?**

We often speak with school safety stakeholders that have implemented the SRP, but hadn't quite mentioned it to us. Please, please, please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the "Gold Standard." The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal.

## **CAN I PUT OUR LOGO ON YOUR MATERIALS?**

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states we have co-branding agreements with "umbrella" organizations. (Often school district self insurance pools.) In those states we ask that you also include the umbrella organizations branding.

Please see <http://iloveguys.org/cobranding> for a list of current states and organizations.

## **WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.**

Communication with your community is important. While you are free to place any material on your website, it's preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don't let that be a show stopper. If your IT group prefers, just copy the materials to your site.

## **DOES THE SRP WORK WITH "RUN, HIDE, FIGHT?"**

In 2014, the Department of Education suggested "Run, Hide, Fight" as the preferred response to an active shooter. We don't believe the practice is mutually exclusive to the SRP. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the "Run, Hide, Fight" materials available as of January 2015. The Department of Education suggests, "*These videos are not recommended for viewing by minors.*"

(Citation - Circa 2015: <http://rems.ed.gov/K12RespondToActiveShooter.aspx>)

## **DOES THE SRP WORK WITH A.L.I.C.E.?**

Again, we don't believe that SRP and A.L.I.C.E. are mutually exclusive.

## **DOES THE SRP WORK WITH "AVOID, DENY, DEFEND?"**

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that "Avoid, Deny, Defend" from Texas State University has the best positioning, linguistics and actions.

<http://www.avoiddenydefend.org>

# RED CARD / GREEN CARD / MED CARD / ROLL CARDS

Print-ready PDFs are available at <http://iloveguys.org>

## RED/GREEN/MED/ROLL CARD

Provided are three different versions of the SRP visual status indicator cards. One should be placed with a student roster in the classroom. During an Evacuation from the classroom, teachers should bring both the SRP card and the roster to Evacuation Assembly point. Teachers should fold the card to indicate status of the class or group.

While three different versions are available, please select the one that fits your practices. The following pages represent the fronts and backs of each version of the SRP card.



If you have missing or extra students or other non medical assistance needs, fold sheet to Help/Red.



Shown here is the Red/Green/Med Card. A quick introduction to the SRP is included on the front of the page.



During an Evacuation Assembly, the card can be folded for a quick, visual demonstration of status.



If you need immediate medical assistance, fold sheet to Medical Help.



Take roll, if no missing or extra students and everything else is OK, fold sheet to OK/Green. On the back of the sheet are other options.



Note: There may be tactical concerns about using the card system as a classroom status indicator. (Sliding the card under the door.)

SRP suggests consulting with local law enforcement about suggested practice.

[illegible]

**LOCKS, LIGHTS,  
OUT OF SIGHT**

- Move away from sight
- Maintain silence

- Lock classroom door

- Lights out

- Do not open the door
- Wait for first responders to arrive

open door

- Take roll, account for students



- Leave stuff behind
- Bring their phone

- Grab roll sheet if possible
- Lead students to evacuation

location

- lake roll, account for students
- Report problems at the

evacuation assembly using  
this card.

**SECURE THE PERIMETER**  
**Students are trained to:**

- Return to inside of

building

- Do business as usual

**Teachers** are trained to:

- Recover students and staff from outside building

- Increased situational awareness

- Take roll, account for students
- Do business as usual



**Hazards** might include:

- Tornado

- Hazmat

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room

**Students are trained in:**

- Appropriate hazards and safety strategies

**Teachers** are trained in:

- Appropriate hazards and safety strategies

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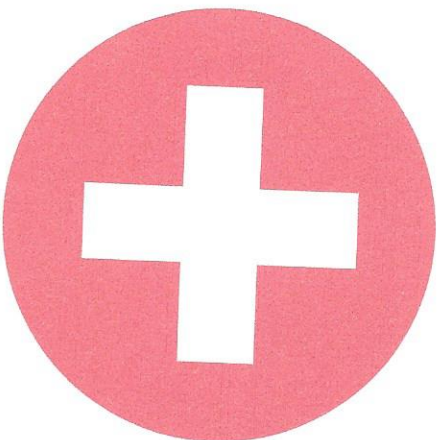
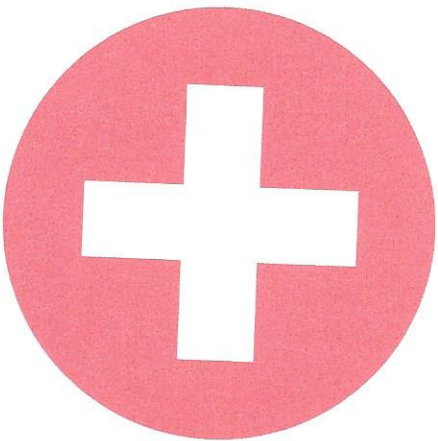
OK

HELP

OK

HELP

# EMERGENCY MEDICAL HELP



# MEDICAL HELP



## STANDARD™ RESPONSE PROTOCOL

### LOCKDOWN

LOCKS, LIGHTS,  
OUT OF SIGHT

**Students** are trained to:

- Move away from sight
- Maintain silence

**Teachers** are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students



### EVACUATE TO THE ANNOUNCED LOCATION

**Students** are trained to:

- Leave stuff behind
- Bring their phone

**Teachers** are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



### LOCKOUT

SECURE THE PERIMETER  
**Students** are trained to:

- Return to inside of building
- Do business as usual

**Teachers** are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual



### SHELTER

FOR A HAZARD USING  
SAFETY STRATEGY

**Hazards** might include:

- Tornado
- Hazmat

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room

**Students** are trained in:

- Appropriate hazards and safety strategies

**Teachers** are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



*In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.*

OK

HEL

OK

HELP

# TRY IT ALERT



## STANDARD™ RESPONSE PROTOCOL

### LOCKDOWN

LOCKS, LIGHTS,  
OUT OF SIGHT

**Students** are trained to:

- Move away from sight
- Maintain silence

**Teachers** are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students



### EVACUATE TO THE ANNOUNCED LOCATION

**Students** are trained to:

- Leave stuff behind
- Bring their phone

**Teachers** are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



### LOCKOUT

SECURE THE PERIMETER  
**Students** are trained to:

- Return to inside of building
- Do business as usual

**Teachers** are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual



### SHELTER FOR A HAZARD USING SAFETY STRATEGY

**Hazards** might include:

- Tornado
- Hazmat

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room

**Students** are trained in:

- Appropriate hazards and safety strategies

**Teachers** are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



*In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.*

OK

HEL P

OK

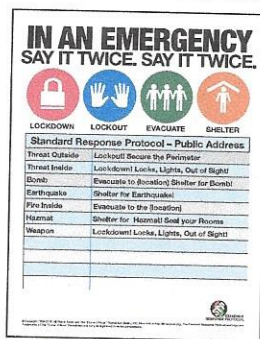
HEL P

## APPENDIX B POSTERS AND HANDOUTS CLASSROOM POSTER



Placing Posters is an essential step in full implementation of the SRP. The classroom poster should be displayed in every classroom, near all entries, and near the entrances to cafeteria, auditorium and gym. The shelter hazards and safety strategies should be modified for local conditions.

## PUBLIC ADDRESS POSTER



The Public Address Protocol Poster should be modified for the school's specific hazards and responses.

## STUDENT PARENT HANDOUT TELL PARENTS HOW IT WORKS



The Student Parent Handout is another useful tool in implementing the SRP. Many districts request that their schools send a copy home with students at the beginning of the school year and again prior to any planned drill.

It is also not uncommon to include the handout as an electronic attachment to email newsletters or safety related announcements.

# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

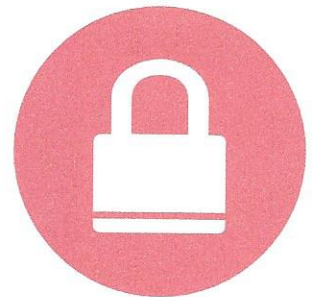
## LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## LOCKOUT! SECURE THE PERIMETER.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



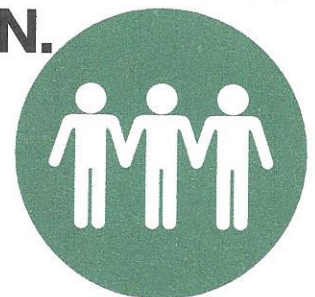
## EVACUATE! TO ANNOUNCED LOCATION.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! HAZARD AND SAFETY STRATEGY.

### STUDENTS

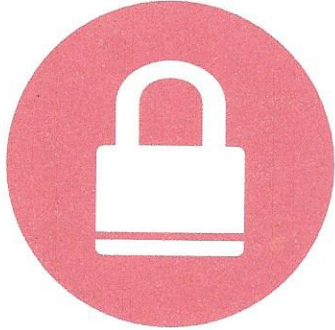
Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



# IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.



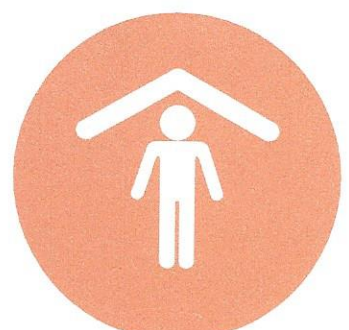
**LOCKDOWN**



**LOCKOUT**



**EVACUATE**



**SHELTER**

## Standard Response Protocol – Public Address

Threat Outside	Lockout! Secure the Perimeter
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!





## STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

## SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

**LOCKOUT** - "Secure the Perimeter"

**LOCKDOWN** - "Locks, Lights, Out of Sight"

**EVACUATE** - "To the Announced Location"

**SHELTER** - "For a Hazard Using a Safety Strategy"

## TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at  
<http://iloveguys.org>

## LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

### STUDENTS:

- Return to inside of building
- Do business as usual

### TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



## LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

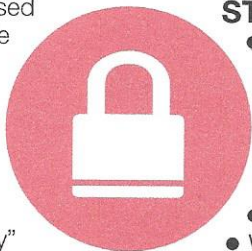
Lockdown is called when there is a threat or hazard inside the school building.

### STUDENTS:

- Move away from sight
- Maintain silence

### TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



## EVACUATE TO A LOCATION

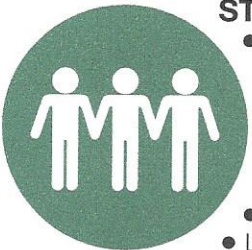
Evacuate is called to move students and staff from one location to another.

### STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

### TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



## SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

### SAMPLE HAZARDS:

- Tornado
- Hazmat

### SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

### STUDENTS:

- Appropriate hazards and safety strategies

### TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



# **APPENDIX C**

## **NOTICES AND MEMORANDUMS OF UNDERSTANDING**

# NOTICE OF INTENT

Name of School District (School District)

Standard Response Protocol (SRP)

Notice of Intent (MOU) to

The "I Love U Guys" Foundation (The Foundation)

## PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

The "Term of Art" **Lockout** is followed by the Directive "**Get Inside. Lock Outside Doors**". The action associated with Lockout is to bring participants into the School Building and secures the building's outside perimeter by locking appropriate windows, doors or other access points.

The "Term of Art" **Lockdown** is followed by the Directive "**Locks, Lights, Out of Sight**". The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The "Term of Art" **Evacuate** is followed by the Directive "**To a Location**" (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.

The "Term of Art" **Shelter** is followed by the "**Hazard and Safety Strategy**" (Where Hazard may include: tornado, hazmat, bomb, tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

## COMMUNICATION

Communication between School District and The Foundation may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

## PURPOSE

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers and staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

## AGREEMENT BY SCHOOL DISTRICT

School District intends to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.

## MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

## TERMINATION

School District may terminate this Memorandum of Understanding via Written or Electronic notification at any time. Upon termination School District will cease use of any materials provided by The Foundation.

Name of School District

Address

City/State/Zip

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

**The "I Love U Guys" Foundation**

PO Box 1230

Bailey, Colorado 80421

\_\_\_\_\_  
Executive Director

\_\_\_\_\_  
Date

# MOU WITH THE "I LOVE U GUYS" FOUNDATION

Name of School District (School District)

Standard Response Protocol (SRP)

Memorandum of Understanding (MOU) with

The "I Love U Guys" Foundation (The Foundation)

## PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

The "Term of Art" **Lockout** is followed by the Directive **"Get Inside. Lock Outside Doors"**. The action associated with Lockout is to bring participants into the School Building and secures the building's outside perimeter by locking appropriate windows, doors or other access points.

The "Term of Art" **Lockdown** is followed by the Directive **"Locks, Lights, Out of Sight"**. The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The "Term of Art" **Evacuate** is followed by the Directive **"To a Location"** (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.

The "Term of Art" **Shelter** is followed by the **"Hazard and Safety Strategy"** (Where Hazard may include: tornado, hazmat, bomb, tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

## COMMUNICATION

Communication between School District and The Foundation may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

## PURPOSE

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers and staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

## AGREEMENT BY SCHOOL DISTRICT

1. School District agrees to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.
3. School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action.
11. School District agrees to provide parents with either printed material or notice of online availability of material at <http://www.iloveuguy.org>.
12. School District is responsible for physical material production of any online resources provided by The Foundation. The School District is not required to utilize printing services provided by The Foundation for production of support materials.

13. School District will provide The Foundation with 1 representative copy of printed or electronic materials produced from online materials provided by The Foundation.
14. School District will engage in a best effort to provide The Foundation with contact information for other agencies, departments, services, schools participating with the School District regarding the SRP.

#### **AGREEMENT BY THE "I LOVE U GUYS" FOUNDATION**

1. The Foundation agrees to host training materials on the Website available publicly at the Uniform Resource Locator <http://iloveuguy.org>
2. The Foundation agrees to provide implementation, support and training materials online at no additional charge for recognized organizations.
3. The Foundation agrees to provide implementation, support and training materials online to Law Enforcement Agencies at no charge to the Agency.
4. The Foundation agrees to provide implementation, support and training materials online to Fire Departments at no charge to the Department.
5. The Foundation agrees to provide implementation, support and training materials online to Emergency Medical Services at no charge to the Service.
6. The Foundation agrees to provide implementation, support and training materials online to County and/or City Emergency Managers at no charge to the County or City.
7. The Foundation provides training and certification opportunities online and in various locations around the United States at reasonable cost. School District is under no obligation to utilize training sessions or certification programs.
8. The Foundation will notify the SRP Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.
9. The Foundation will maintain a record of all Written or Electronic communication with the School District.

#### **MEMORANDUM TERM**

This Memorandum is effective until terminated, for all schools in the School District.

#### **TERMINATION**

School District may terminate this Memorandum of Understanding via Written or Electronic notification at any time. Upon termination School District will cease use of any materials provided by The Foundation.

#### **Name of School District**

Address  
City/State/Zip

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

**The "I Love U Guys" Foundation**

PO Box 1230  
Bailey, Colorado 80421

\_\_\_\_\_  
Executive Director

\_\_\_\_\_  
Date

# **SAMPLE MOU OR ADDENDUM WITH LAW ENFORCEMENT/FIRE/EMS**

**Name of School District (School District)**

**Standard Response Protocol (SRP)**

**Memorandum of Understanding (MOU) with**

**Name of Law/Fire/Medical Agency (Agency)**

## **PROGRAM DESCRIPTION**

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including Students, Staff, Teachers and First Responders.

The "Term of Art" **Lockout** is followed by the Directive **"Get Inside. Lock Outside Doors"**. The action associated with Lockout is to bring participants into the School Building and secures the building's outside perimeter by locking appropriate windows, doors or other access points.

The "Term of Art" **Lockdown** is followed by the Directive **"Locks, Lights, Out of Sight"**. The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The "Term of Art" **Evacuate** is followed by the Directive **"To a Location"** (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.

The "Term of Art" **Shelter** is followed by the **"Hazard and Safety Strategy"** (Where Hazard may include: tornado, hazmat, bomb, tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

## **COMMUNICATION**

Communication between School District and The Agency may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

## **PURPOSE**

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

## **AGREEMENT BY SCHOOL DISTRICT**

1. School District agrees to incorporate SRP in the official written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. School District agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action at a minimum of twice per school year per action.

## **AGREEMENT BY NAME OF LAW/FIRE/MEDICAL**

1. The Agency agrees to incorporate SRP in the official written response plans of all schools in district, either in the body or as an addendum or amendment.

2. The Agency agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. The Agency agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. The Agency agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. The Agency agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. The Agency agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. The Agency agrees to train dispatch personnel in The Standard Response Protocol.
8. The Agency agrees to train School Resource Officers in The Standard Response Protocol.
9. The Agency agrees to train other appropriate personnel in The Standard Response Protocol.

#### **MEMORANDUM TERM**

This Memorandum is effective until terminated, for all schools in the School District.

#### **TERMINATION**

School District or Agency may terminate this Memorandum of Understanding via Written or Electronic notification at any time.

#### **Name of School District**

Address  
City/State/Zip

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

#### **Name of Law/Fire/Medical**

Address  
City/State/Zip

\_\_\_\_\_  
Resource

\_\_\_\_\_  
Date

# **Cardiac Emergency Response Plan**

## **Arvin Union School District**

This Cardiac Emergency Response Plan is adopted by the **Arvin Union School District**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

The Cardiac Emergency Response Plan of the Arvin Union School District shall be as follows:

### **1. Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team will be designated annually and updated as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

### **2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in the Cardiac Emergency Response Team "Protocol for Posting" and will be used by both the District and site teams.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Arvin Union School District has 5 AED units. Three inside the nurse's offices at the elementary sites, one in the Haven Drive Gym, and one right inside the staff back door into the office at the junior high. The nurse's offices shall remain unlocked at all times. Athletic coaches will have district radios to call trained office personnel to bring the AED in case of emergency. Athletic coaches and after school personnel shall have an office key.
- (b) Arvin Union School District will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity. This shall be done by the maintenance lead at each site under the MOT Director's supervision.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified.

4. **Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
  - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
  - (2) Adjacent to each AED.
  - (3) Adjacent to each school telephone.
  - (4) In the gym, and in all other indoor locations where athletic activities take place.
  - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
  - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
  - (1) All staff and administrators at the start of each school year, with updates distributed as made.
  - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
  - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel.

- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

## **5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use**

### **(a) Staff Training:**

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable the Arvin Union School District to carry out this Plan. Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

### **(b) Cardiac Emergency Response Drills:**

Cardiac Emergency Response Drills are an essential component of this Plan. Arvin Union School District shall perform a minimum of 1 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. Arvin Union School District shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill.

These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the site emergency response plan if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

**6. Local Emergency Medical Services (EMS) integration with the school/school district's plan**

- (a) Arvin Union School District will provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) Arvin Union School District shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

**7. Annual review and evaluation of the Plan**

Arvin Union School District shall conduct an annual internal review of the schools and district's Plan. The annual review should focus on ways to improve the response process, to include:

- (a) *A post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
- (2) Determine the procedures for the release of information regarding the cardiac emergency.
- (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
- (4) The identification of the person(s) who responded to the emergency.
- (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

- (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

## Protocol for School Cardiac Emergency Responders

### **Bear Mountain Elementary Sierra Vista Elementary El Camino Real Elementary Haven Drive Junior High Cardiac Emergency Response Team Protocol For All Schools**

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. The school should identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

**(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:**

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

**(b) Facilitate immediate access to professional medical help:**

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
  - Give the exact location of the emergency. ("Mr. /Mrs. \_\_\_\_ Classroom, Room # \_\_\_\_, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
  - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
  - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

**(c) Start CPR:**

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
  - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
  - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3<sup>rd</sup> the depth of the chest for children under 8 years old).
  - Follow the 9-1-1 dispatcher's instructions, if provided.

**(d) Use the nearest AED:**

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
  - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

**(e) Transition care to EMS:**

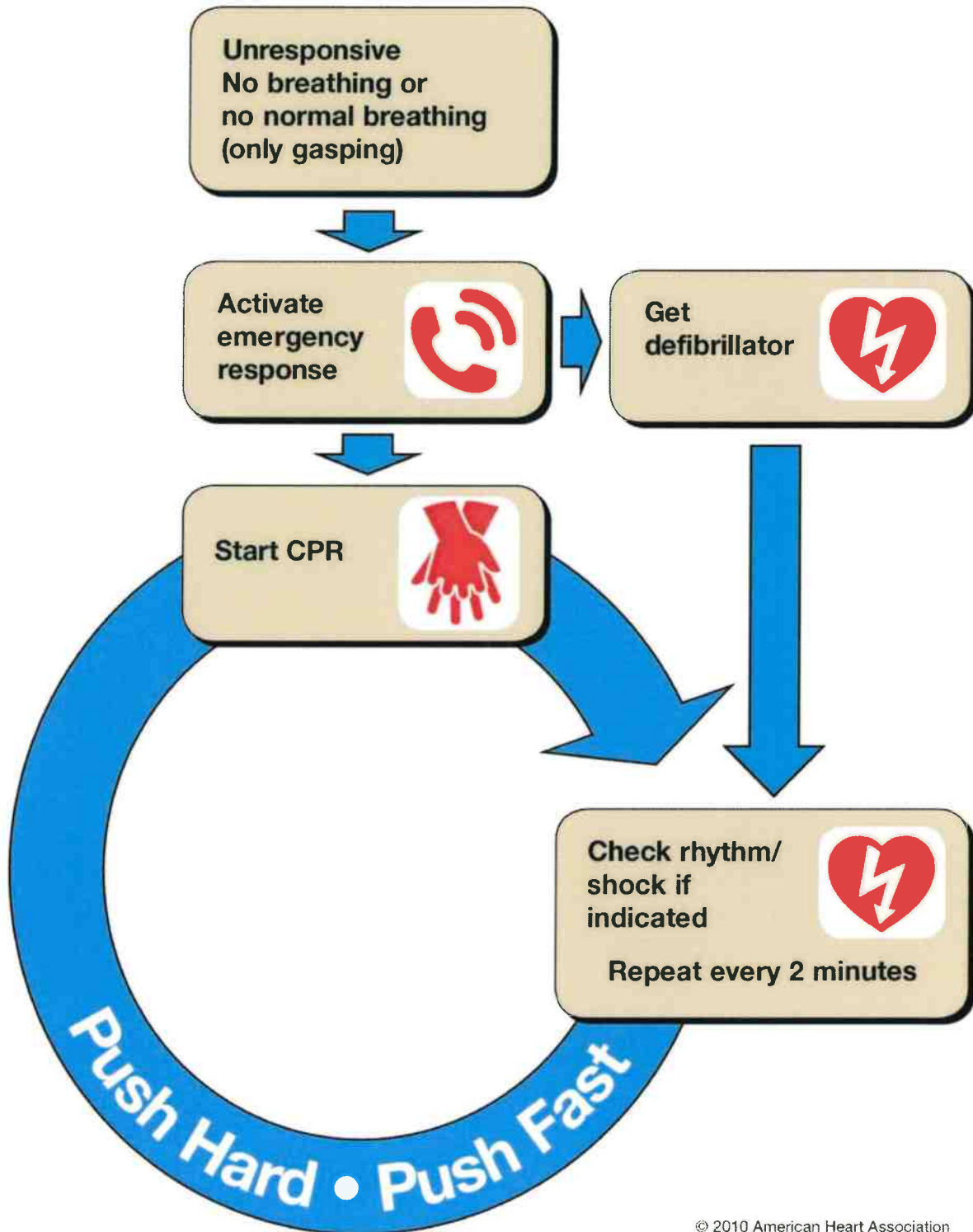
- Transition care to EMS upon arrival so that they can provide advanced life support.

**(f) Action to be taken by Office / Administrative Staff:**

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.

- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Arvin Union School District  
**CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL**  
**Simplified Adult BLS**



**Building Location Information**

**School Name & Address**    Bear Mountain Elementary

**School Emergency Phone**    661-854-6590

**AED Location**    Nurse's office in main school building

**AED Location** \_\_\_\_\_ **AED Location** \_\_\_\_\_

**AED Location** \_\_\_\_\_ **AED Location** \_\_\_\_\_

**Building Location Information**

**School Name & Address** El Camino Real Elementary 911 El Camino Real

**School Emergency Phone** 661-854-6661

**AED Location** Nurse's office in main school building

**AED Location** \_\_\_\_\_ **AED Location** \_\_\_\_\_

**AED Location** \_\_\_\_\_ **AED Location** \_\_\_\_\_

**Building Location Information**

**School Name & Address**   Sierra Vista Elementary   300 Franklin Street

**School Emergency Phone**   661-854-6560

**AED Location**   Nurse's office in main school building

**AED Location** \_\_\_\_\_ **AED Location** \_\_\_\_\_

**AED Location** \_\_\_\_\_ **AED Location** \_\_\_\_\_

**Building Location Information**

**School Name & Address** Haven Drive Junior High

**School Emergency Phone:** 661-854-6661

**AED Location** Haven Drive Gym

**AED Location** \_\_\_\_\_

**AED Location** Inside the back staff entrance door to school office

**AED Location** \_\_\_\_\_ **AED Location** \_\_\_\_\_

## PROCEDURE FOR USE OF AED

- If someone collapses – tap the victim and shout “Are you OK?”
- If no response & the victim is not breathing or not breathing normally
- Call 9-1-1 and get the AED
- If someone else is present, send them to call 9-1-1 and get the AED
- Begin Hands Only CPR – Push hard and fast in the center of the chest
- Use the AED as soon as it arrives
  - Open the lid and turn on the AED
  - Follow the voice prompts
    - Expose the patient’s chest –if wet, wipe dry
    - Apply the electrode pads to the patient’s exposed chest, as shown in the pictures
    - Listen to the voice prompts –Clear.(do not touch) the patient when instructed to do so
    - Press the SHOCK button, if instructed to do so
  - Restart compressions on chest
  - Continue to follow the voice prompts
  - If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side)

**KEEP AED ATTACHED UNTIL EMS ARRIVES**

# COVID-19 Prevention Program (CPP)

## Arvin Union Elementary School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

**Date:** January 18, 2022

### Authority and Responsibility

The District Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

### Identification and Evaluation of COVID-19 Hazards

We implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Document the vaccination status of our employees by using **Appendix E: Documentation of Employee COVID-19 Vaccination Status**, which is maintained as a confidential medical record.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Develop COVID-19 policies and procedures to respond effectively and immediately to individuals at the workplace who are a COVID-19 case to prevent or reduce the risk of transmission in the workplace.

All district staff have been and will continue to be trained to identify and report hazards in Appendix A to prompt immediate remedy of identified hazards.

School site nurses are responsible for updating Appendix E and providing this information to the District Human Resources Department.

Self-assessments are to be conducted prior to any individual entering district premises.

Quarantine rooms have been identified at each school site to isolate COVID-19 cases to reduce the risk of transmission. Contract tracing and verification of PPE/mitigation protocols are to be conducted immediately upon knowledge of an identified case of COVID-19 and notifications to be sent accordingly. Stable groups are to be utilized as much as possible to reduce the risk of transmission.

- Review applicable orders and general and industry-specific guidance from the State of California, Cal/ OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.

- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections** form as needed to identify and evaluate unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

### **Employee Participation**

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

Reporting to their immediate supervisor or union representative who are expected to immediately contact the District Superintendent or designee. In addition, Appendix A and B of this plan will be utilized by site safety teams to identify any possible hazards for remedy.

### **Employee Screening**

We screen our employees and respond to those with COVID-19 symptoms by:

Utilization of STOPit SafeScreen, a self screening application which reports responses to supervisors and the District Office. This online app follows CDPH guidelines and provides a pass/no pass entry pass upon completion. Staff are expected to self-screen for all symptoms including temperature and ensure the entry pass or their supervisor clears their symptoms prior to entering the workplace. Employees responding with COVID-19 symptoms are contacted for further information and evaluated to determine whether access to district premises will be granted. When precautions must be taken, staff are required to take a sick day to see if symptoms clear or to seek testing or medical clearance. If symptoms present while at work, district nurses or site administrators may screen ensuring utilization of face masks by both the screener and the employee.

### **Correction of COVID-19 Hazards**

Unsafe or unhealthy work conditions, practices or procedures are documented on the Appendix B: COVID-19 Inspections form, and corrected in a timely manner based on the severity of the hazards, as follows:

Thorough completion of Appendix B: COVID -19 Inspections form includes identification of a status and severity of a hazard, the name of an individual or names of individuals assigned to correct the hazard, and a timeline for correction. The assessing individual or team will review any hazard identified and correct immediately if possible. Severity of a hazard and timeline for correction are based on exposure risk, scheduled occupancy of the location, and most urgent...a positive case identification. Items beyond the scope of the individual or site team are to be referred to the District Superintendent or designee who will assign remediation to the appropriate department and/or work with the site to acquire necessary items or make modifications to physical locations or personnel assigned to rectify the hazard. All COVID-19 hazard inspections are to be scanned and sent immediately to the District Superintendent and the Director of MOT. Safety meeting updates may cause modification to the initial template if additional hazard areas or items suggested for review are identified. Inspections are reviewed for follow-up per correction date assigned.

### **Controls of COVID-19 Hazards**

## Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees that are not fully vaccinated when they are indoors or in vehicles, and where required by orders from the California Department of Public Health (CDPH).

Disposable surgical face masks are provided to each employee (a minimum of 2 per day) each week or, more regularly as needed. In addition, plastic shields were purchased and have been distributed to those staff to wear over their face masks as they are working directly with the public or with students (secretaries/office staff) or without the ability to social distance (i.e. special education/nurses). Sufficient quantities of face coverings are kept in storage at our warehouse to replace masks or shields as needed. Staff are expected to wash their own masks if utilizing an additional layer of protection brought from home to prevent cross-contamination and support the security of having a set of personal masks. Employees encountering non-employees not wearing face coverings are expected to state the requirement for entering with a face covering and to offer one if the non-employees do not have a face covering available.

Employees required to wear face coverings in our workplace may remove them under the following conditions:

- When an employee is alone in a room or a vehicle.
- While eating or drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible.
- Employees are required to wear respirators in accordance with our respirator program that meets section 5144 requirements.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Such employees will wear an effective, non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition permits it.
- Specific tasks that cannot feasibly be performed with a face covering. This exception is limited to the time in which such tasks are being performed.

Any employee not wearing a required face covering or allowed non-restrictive alternative, will be at least six feet apart from all other persons unless the unmasked employee is either fully vaccinated or tested at least weekly for COVID-19.

We will not prevent any employee from wearing a face covering when it is not required unless it would create a safety hazard, such as interfering with the safe operation of equipment.

Face coverings will also be provided to any employee that requests one, regardless of their vaccination status.

## Engineering controls

For indoor locations, using Appendix B, we identify and evaluate how to maximize, to the extent feasible, ventilation with outdoor air using the highest filtration efficiency compatible with our existing ventilation system, and whether the use of portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems, would reduce the risk of transmission by:

Installation of plastic partitions which have been made available to provide an additional level of protection between the public and office/assessment staff and are set up in all offices. Large plastic dividers on rollers are available to separate office staff sitting in close proximity and cubbies are being purchased to create dividers in small office areas including Preschool, Family Resource Center, ELD department, and the Tech Department. Filtration units are in place at each

school and department office where the general public may be present on a regular basis. Ionization units have been installed on district air-conditioners and air conditioners continue to be replaced for more upgraded units.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

Utilization of computer-based ventilation software to adjust temperature and air flow supported by a district employed HVAC technician.

Maintenance of ventilation systems supported by a district employed HVAC technician.

Utilizing separate classroom heating/cooling units with individual filters throughout the majority of campuses to circulate outside air through rooms.

Replacing and/or updating HVAC units to support ionization and ventilation capacity.

Ensuring fans are not to be used in classrooms or shared work spaces which directs air in specific directions through the room.

### **Cleaning and disinfecting**

We implement the following cleaning and disinfection measures for frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, controls, phones, headsets, bathroom surfaces, and steering wheels:

#### **Cleaning and disinfecting**

In order to reduce the risk of exposure to SARS-CoV-2, Arvin Union School District has implemented the following cleaning and disinfection measures (Per CDC recommendations) for frequently touched surfaces and objects such as doorknobs, desks, chairs, tables, light switches, equipment, tools, handrails, handled controls, phones, headsets and bathroom surfaces.

#### **Routine cleaning**

High touch areas as listed above are cleaned on a daily basis. Restrooms are cleaned/disinfected at a minimum twice daily and checked as needed during the day. Classrooms are cleaned daily and offices are spot checked and cleaned daily. AUSD MOT staff are trained on how to safely and effectively use approved cleaners and disinfectants. PPE such as gloves and masks are made readily available.

#### **Cleaning and Disinfecting when Someone is sick**

If and when there is a positive Covid case at one of our facilities, the area will be closed off for cleaning and disinfecting. When possible, students and staff will be relocated and staff will wait a couple hours before cleaning and disinfection of area begins. When possible, air flow to the affected area will be increased via either HVAC, fans or opened windows. An EPA approved disinfectant will then be used to clean and disinfect the areas where the sick person has been. Proper PPE will be used by MOT staff when cleaning of the affected areas.

We utilize the following supplies in our cleaning procedures. We have an inventory control system to keep our supplies at a desired level utilizing minimum and maximum quantities for each item. We use the following cleaning supplies at all sites. All custodial employees are given 15 minutes per classroom for cleaning. In the event of a positive case the cleaning for an affected area is extended to 2 – 3 hours, depending on size of affected area.

1. Diversy J-Fill (EPA# 70627-62)
2. Waxie Hospital Surface Disinfectant spray (EPA# 33176-5)
3. Quat-Tabs Guatenary Sanitizing Tables used in the café (By MOT Staff)
4. Caresour Alcohol Wipes – 75% Alcohol Solution
5. Facilipro Concentrated 34 - Floor Cleaner (for restroom caddy)
6. Facilipro Concentratwed 93 – Bathroom Cleaner (for restroom caddy)

All hard surface contact areas are to be disinfected with Diversy J-fill or Waxie Hospital Surface Disinfectant Spray. This would include desktops (when students are in class), countertops, door handles, cabinet handles, pencil sharpeners and teachers desk and phone. The spray must be allowed to stay on the surface for the indicated product to be effective.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

We ensure staff assigned to deep clean have Personal Protection in place including N95 masks and gloves and follow the cleaning protocol listed below: We utilize in-house staff for all cleaning and disinfecting. They have all been trained on proper cleaning techniques and utilize the cleaning supplies and procedures that were outlined earlier. Staff will have refresher training as needed. District employees equipped with materials and products listed here will clean and disinfect areas, materials, and equipment used by a COVID-19 case and in areas where a COVID-19 case may have traveled to or through. Rooms are to be marked as "do not enter" prior to cleaning. Staff will be assigned by the MOT Director and areas for deep cleaning identified and cleaned/sanitized by the cleaning crew or individual. Each member of the cleaning crew is to wear protective garments, gloves, and face protection. For protection, they are to wash hands and utilize sanitizer prior to beginning and throughout the cleaning process. Gloves are to be changed between each specific cleaning area.

Materials to be used include :

1. Diversy J-Fill (EPA# 70627-62)
2. Waxie Hospital Surface Disinfectant spray (EPA# 33176-5)
3. Quat-Tabs Guatenary Sanitizing Tables used in the café (By MOT Staff)
4. Caresour Alcohol Wipes – 75% Alcohol Solution
5. Facilipro Concentrated 34 - Floor Cleaner (for restroom caddy)
6. Facilipro Concentratwed 93 – Bathroom Cleaner (for restroom caddy)

## **Hand sanitizing**

To implement effective hand sanitizing procedures, we:

Have evaluated handwashing facilities at each campus and office with assigned areas and groups for use. Additional measures include:

- Encourage and allow time for employee handwashing.
- Providing employees with an effective hand sanitizer in all rooms and offices and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encouraging employees to wash their hands for at least 20 seconds every time they wash.
- Have evaluated handwashing facilities and purchased mobile hand-washing stations for use at each site in portables without running water and/or outside areas as needed.

- Hands free hand sanitizing stations have been constructed by district maintenance staff for various office areas.

### **Personal protective equipment (PPE) used to control employees' exposure to COVID-19**

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by section 3380, and provide and ensure use of such PPE as needed.

Upon request, we provide respirators for voluntary use to all employees who are not fully vaccinated and who are working indoors or in vehicles with more than one person.

N95 masks are available from the district warehouse and are to be utilized especially for staff assigned to work directly with a presumed infected person as well as for deep cleaning.

We provide and ensure use of respirators in compliance with section 5144 when deemed necessary by Cal/OSHA.

We also provide and ensure use of eye and respiratory protection when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

### **Testing of symptomatic employees**

We make COVID-19 testing available at no cost to employees with COVID-19 symptoms who are not fully vaccinated, during employees' paid time.

### **Investigating and Responding to COVID-19 Cases**

We have developed effective procedure to investigate COVID-19 cases that include seeking information from our employees regarding COVID-19 cases, close contacts, test results, and onset of symptoms. This is accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

We also ensure the following is implemented:

The district offers COVID-19 testing at no cost to all employees and especially employees who had a close contact during their working hours through Valencia lab test kits available at work sites including each school site as well as the district office on all days except Friday. Employees may choose to utilize a service covered by insurance outside of district services. Employees who were fully vaccinated before the close contact and do not have symptoms as well as COVID-19 cases who were allowed to return to work per return-to-work criteria. The definition of fully vaccinated as well as timelines for return-to-work have been modified multiple times and employees are to check with their direct supervisor or the Human Resources Department for current criteria.

Staff identified as having an "exposure" by definition are recommended to be tested 3-5 days following a known exposure to someone with suspected or confirmed as COVID-19 positive and are required to continue to wear a mask on

school property. Non-vaccinated employees are required to be tested twice per week and after a confirmed exposure at work. The information on benefits described in Training and Instruction and Exclusion of COVID-19 Cases will be provided to staff through district orientation and by the Human Resources Department at the time of an exposure or close contact.

Personal phone calls or texts will be followed with formal written notice within 24 hours of the district's knowledge of a COVID-19 case indicating that people at the worksite may have been exposed to COVID-19. This notice will be provided to all employees and their authorized representative, independent contractors, and other employees at the worksite during the high-exposure period. These notifications will meet the requirements of T8CCR section 3205(c)(3)(B) and Labor Code section 6409.6 (a)(4); (a)(2) and will be in a form readily understandable by employees. This written notice should be anticipated to be received by an employee pending a close contact. The district utilizes written notices provided by Schools Legal Service to meet this requirement.

## **System for Communicating**

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms, possible close contacts and hazards to, and how.

Employees should contact their Direct Supervisor to report COVID-19 symptoms, possible close contacts, and hazards through phone, text, email, or TEAMS so long as the message is confirmed as having been received immediately. Continued efforts should be made to ensure the supervisor or the Human Resources Department is notified for safety purposes and to ensure substitutes may be identified to fill staff positions. Close contacts and symptoms are also to be reported in the STOPit SafeScreen app each morning prior to arrival at work. Any symptoms marked will indicate a Red – No Pass and staff may only be cleared to enter by their supervisor upon verification of the situation.

Possible hazards are also to be directed to immediate supervisors who are to relay this information immediately to the Human Resource Manager and/or the District Superintendent. Hazards may be reported in person or in any of the means listed above as long as the message is confirmed to have been received immediately. Form A is to be used as soon as a hazard is noted.

- That employees can report symptoms, possible close contacts and hazards without fear of reprisal.
- How employees with medical or other conditions that put them at increased risk of severe COVID-19 illness can request accommodations.

The district is focused on the health and safety of all. It is an expectation that reporting symptoms, close contacts, and hazards occur. Employees shall have no fear of reprisal. Retaliation or intimidation is not acceptable in the Arvin Union School District. Employees with medical or other conditions that put them at risk of severe COVID-19 illness are to contact their direct supervisor to inform them of this need as well as the Human Resources Director to request accommodations.

- Access to COVID-19 testing when testing is required.

In the event a situation requires testing due to an employee exposure, staff will be released during working hours to be tested and provided a Valencia Lab Kit. In addition as directed, staff may be released during work hours to utilize insurance plans for testing in a physicians office or medical center. During a scenario with multiple COVID-19 cases or a major outbreak, the district office staff will contact Public Health and/or OSHA providing required documentation of testing and results for individual cases, contract tracing, and when the testing is in response to CCR Title 8 section 3205.1, Multiple COVID-19 Infections and COVID-19 Outbreaks, as well as section 3205.2, Major COVID-19 Outbreaks.

- The COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

All personal identifying information of COVID-19 cases or symptoms will be kept confidential unless disclosure is required or permitted by law. Un-redacted information on COVID-19 cases will be provided to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request and when required by law.

District reopening plans as well as updated safety plans are components within COVID-19 related communication. These will be shared at back to school orientations, reviewed regularly in program and department meetings, as well as shared with new hires prior to reporting to work.

The Human Resources Department will continue to communicate methods and schedules for surveillance testing, locations of test sites, and suggestions for rapid/home testing support.

Emails and updates are periodically sent to all district personnel sharing guidelines and procedures to mitigate hazards and to reinforce COVID-19 policies and procedures.

Letters and /or emails are sent to staff indicating exposures and relating how to provide protection to themselves and others to control hazards.

Implementation of the COVID-19 Inspections and Appendix A; Identification of COVID-19 Hazards will provide information which will be openly shared with staff.

Union representatives are apprised of safety updates immediately.

## **Training and Instruction**

- We provide effective employee training and instruction that includes:
- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards, and how to participate in the identification and evaluation of COVID-19 hazards.
- Information regarding COVID-19-related benefits (including mandated sick and vaccination leave) to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
- An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 and are most effective when used in combination.

- The right of employees that are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation, and our policies for providing the respirators. Employees voluntarily using respirators will be trained according to section 5144(c)(2) requirements:
  - How to properly wear them.
  - How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair can interfere with a seal.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. Since COVID-19 is an airborne disease, N95s and more protective respirators protect the users from airborne disease, while face coverings primarily protect people around the user.
  - The conditions where face coverings must be worn at the workplace.
  - That face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance cannot be maintained.
  - Employees can request face coverings and can wear them at work regardless of vaccination status and without fear of retaliation.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on our COVID-19 policies and how to access COVID-19 testing and vaccination, and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

- Utilization of Personal Protective Equipment including sanitizer, masks, and spray.
- Following assigned site routines and assigned areas by site maps

\*\* Quarantine timelines for staff and students

\*\*\*\* Procedures for independent study.

Documentation of training through zoom and/or signatures indicating attendance are required.

**Appendix D: COVID-19 Training Roster** will be used to document this training.

## **Exclusion of COVID-19 Cases and Employees who had a Close Contact**

Where we have a COVID-19 case or close contact in our workplace, we limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees that had a close contact from the workplace until our return-to-work criteria have been met, with the following exceptions:
  - Employees who were fully vaccinated before the close contact and who do not develop COVID-19 symptoms.
  - COVID-19 cases who returned to work per our return-to-work criteria and have remained free of COVID-19 symptoms, for 90 days after the initial onset of COVID-19 symptoms, or for COVID-19 cases who never developed COVID-19 symptoms, for 90 days after the first positive test.
- For employees excluded from work, continuing, and maintaining employees' earnings, wages, seniority, and all other employees' rights and benefits. This will be accomplished by

Identifying leaves available to the employee. When possible, excluded cases will be provided the opportunity for work-at-home remote status. Next steps as necessary begin with utilization of CFRA (California Family Right Act) leave if available, possible workman's compensation benefits, utilization of employer-provided sick leave, or other leaves as they may become available.

- Providing employees at the time of exclusion with information on available benefits.

## Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases and outbreaks at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases.

Prior to this guidance and Appendices, the district has utilized, and will continue to utilize, forms provided by Kern County Public Health in addition to provided OSHA compliant forms provided by Schools Legal Service for required reporting. The district attends to updates to forms and shares these updates at District Cabinet to promote use of updated forms.

## Return-to-Work Criteria

- **COVID-19 cases with symptoms** will not return to work until all the following have occurred:
  - At least 24 hours have passed since a fever of 100.4 °F. or higher has resolved without the use of fever-reducing medications, and
  - COVID-19 symptoms have improved, and
  - At least 10 days have passed since COVID-19 symptoms first appeared.
- **COVID-19 cases who tested positive but never developed symptoms** will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work once the requirements for "cases with symptoms" or "cases who tested positive but never developed symptoms" (above) have been met.
- Persons who had a close contact may return to work as follows:
  - Close contact but never developed symptoms: when 10 days have passed since the last known close contact.
  - Close contact with symptoms: when the "cases with symptoms" criteria (above) have been met, unless the following are true:
    - The person tested negative for COVID-19 using a polymerase chain reaction (PCR) COVID-19 test with specimen taken after the onset of symptoms; and
    - At least 10 days have passed since the last known close contact, and
    - The person has been symptom-free for at least 24 hours, without using fever-reducing medications.
- If an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.

Georgia Rhett

January 10, 2022

Title of Owner or Top Management Representative

Signature

Date



## Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, trainings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work.

**Person Conducting the Evaluation:**

**Date:**

**Name(s) of Employees and Authorized Employee Representative that Participated:**

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls

## Appendix B: COVID-19 Inspections

Date:

Name of Person Conducting the Inspection:

Work Location Evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
<b>Engineering</b>			
Ventilation* (amount of fresh air and filtration maximized)			
Additional room air filtration			

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
<b>Administrative</b>			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
<b>PPE</b> (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Face shields/goggles			
Respiratory protection			

\*Identify and evaluate how to maximize ventilation with outdoor air; the highest level of filtration efficiency compatible with the existing ventilation system; and whether the use of portable or mounted HEPA filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission. Review applicable orders and guidance from the State of California and local health departments related to COVID-19 hazards and prevention have been reviewed, including the CDPH Interim Guidance for Ventilation, Filtrations, and Air Quality in Indoor Environments and information specific to your industry, location, and operations. We maximize the quantity of outside air provided to the extent

feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or maximizing outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.

## **Appendix C: Investigating COVID-19 Cases**

All personal identifying information of COVID-19 cases or persons with COVID-19 symptoms, and any employee required medical records will be kept confidential unless disclosure is required or permitted by law. Un-redacted information on COVID-19 cases will be provided to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request, and when required by law.

**Date:**

**Name of Person Conducting the Investigation:**

**Name of COVID-19 case (employee or non-employee\*) and contact information:**

**Occupation (if non-employee\*, why they were in the workplace):**

\*If we are made aware of a non-employee COVID-19 case in our workplace

**Names of employees/representatives involved in the investigation:**

**Date investigation was initiated:**

**Locations where the COVID-19 case was present in the workplace during the high-risk exposure period, and activities being performed:**

**Date and time the COVID-19 case was last present and excluded from the workplace:**

**Date of the positive or negative test and/or diagnosis:**

**Date the case first had one or more COVID-19 symptoms, if any:**

**Information received regarding COVID-19 test results and onset of symptoms (attach documentation):**

**Summary determination of who may have had a close contact with the COVID-19 case during the high-risk exposure period. Attach additional information, including:**

- The names of those found to be in close contact.
- Their vaccination status.
- When testing was offered, including the results and the names of those that were exempt from testing because.
  - They were fully vaccinated before the close contact and do not have symptoms.
  - They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.
- The names of those that were excluded per our Exclusion of COVID-19 Cases and Employees who had a Close Contact requirements.
- The names of those exempt from exclusion requirements because:
  - They were fully vaccinated before the close contact and did not develop COVID-19 symptoms.
  - They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

Names of employees that were notified:	Names of their authorized representatives:	Date

Independent contractors and other employers present at the workplace during the high-risk exposure period.

Names of individuals that were notified:	Date

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?

What could be done to reduce exposure to COVID-19?

Was local health department notified? Date?

## Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature

**Appendix E: Documentation of Employee COVID-19 Vaccination Status – CONFIDENTIAL**

Employee Name	Fully or Partially Vaccinated <sup>1</sup>	Method of Documentation <sup>2</sup>

<sup>1</sup>Update, accordingly and maintain as confidential medical record

<sup>2</sup>Acceptable options include:

- Employees provide proof of vaccination (vaccine card, image of vaccine card or health care document showing vaccination status) and employer maintains a copy.
- Employees provide proof of vaccination. The employer maintains a record of the employees who presented proof, but not the vaccine record itself.
- Employees self-attest to vaccination status and employer maintains a record of who self-attests.

## **Additional Consideration #1**

### **Multiple COVID-19 Infections and COVID-19 Outbreaks**

This addendum will stay in effect until there are no new COVID-19 cases detected in the exposed group for a 14-day period.

#### **COVID-19 testing**

- We provide COVID-19 testing at no cost to all employees, during paid time, in our exposed group except for:
  - Employees who were not present during the relevant 14-day period.
  - Employees who were fully vaccinated before the multiple infections or outbreak and who do not have symptoms.
  - COVID-19 cases who did not develop symptoms after returning to work pursuant to our return-to-work criteria, no testing is required for 90 days after the initial onset of symptoms or, for COVID-19 cases who never developed symptoms, 90 days after the first positive test.
- COVID-19 testing consists of the following:
  - All employees in our exposed group are immediately tested and then again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine, isolation, or exclusion period required by, or orders issued by, the local health department.
  - After the first two COVID-19 tests, we continue to provide COVID-19 testing once a week of employees in the exposed group who remain at the workplace, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
  - We provide additional testing when deemed necessary by Cal/OSHA.

We continue to comply with the applicable elements of our CPP, as well as the following:

1. Employees in the exposed group wear face coverings when indoors, or when outdoors and less than six feet apart (unless one of the face-covering exceptions indicated in our CPP apply).
2. We give notice to employees in the exposed group of their right to request a respirator for voluntary use if they are not fully vaccinated.
3. We evaluate whether to implement physical distancing of at least six feet between persons, or where six feet of physical distancing is not feasible, the need for use of cleanable solid partitions of sufficient size to reduce COVID-19 transmission.

#### **COVID-19 investigation, review and hazard correction**

We immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review is documented and includes:

- Investigation of new or unabated COVID-19 hazards including:
  - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
  - Our COVID-19 testing policies.
  - Insufficient outdoor air.
  - Insufficient air filtration.
  - Lack of physical distancing.
- Updating the review:
  - Every thirty days that the outbreak continues.

- In response to new information or to new or previously unrecognized COVID-19 hazards.
- When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We consider:
  - Moving indoor tasks outdoors or having them performed remotely.
  - Increasing outdoor air supply when work is done indoors.
  - Improving air filtration.
  - Increasing physical distancing as much as feasible.
  - Requiring respiratory protection in compliance with section 5144.

**Buildings or structures with mechanical ventilation**

We will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters, if compatible with the ventilation system. If MERV-13 or higher filters are not compatible, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units or other air cleaning systems would reduce the risk of transmission and, if so, implement their use to the degree feasible.

## **Additional Consideration #2**

### **Major COVID-19 Outbreaks**

This addendum will stay in effect until there are fewer than three COVID-19 cases detected in our exposed group for a 14-day period.

We continue to comply with the Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, except that the COVID-19 testing, regardless of vaccination status, is made available to all employees in the exposed group twice a week, or more frequently if recommended by the local health department.

In addition to complying with our CPP and Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, we also:

- Provide employees in the exposed group with respirators for voluntary use in compliance with section 5144(c)(2) and determine the need for a respiratory protection program or changes to an existing respiratory protection program under section 5144 to address COVID-19 hazards.
- Separate by six feet (except where we can demonstrate that six feet of separation is not feasible and there is momentary exposure while persons are in movement) any employees in the exposed group who are not wearing respirators required by us and used in compliance with section 5144. When it is not feasible to maintain a distance of at least six feet, individuals are as far apart as feasible.

In the event of a major COVID-19 outbreak, the district will reconsider reimplementation of very high precautionary measures as was conducted during the 2020-2021 school year as allowable by law. This may include working from home or other remote work arrangements, reducing the number of persons in particular areas including A/B team rotations, reinstatement of signage and expectations for very restrictive movement around campus, staggered arrival or assigned gates, modification to break times, adjusted work processes, and increased physical distancing.

- Install cleanable solid partitions that effectively reduce transmission between the employee and other persons at workstations where an employee in the exposed group is assigned to work for an extended period, such as cash registers, desks, and production line stations, and where the physical distancing requirement (described above) is not always maintained.
- Evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by Cal/OSHA.

## **Additional Consideration #4**

### **COVID-19 Prevention in Employer-Provided Transportation to and from Work**

#### **Assignment of transportation**

To the extent feasible, we reduce exposure to COVID-19 hazards by assigning employees sharing vehicles to distinct groups and ensuring that each group remains separate from other such groups during transportation, during work activities, and in employer-provided housing. We prioritize shared transportation assignments in the following order:

- Employees residing in the same housing unit are transported in the same vehicle.
- Employees working in the same crew or workplace are transported in the same vehicle.
- Employees who do not share the same household, work crew or workplace are transported in the same vehicle only when no other transportation alternatives are feasible.

#### **Face coverings and respirators**

We ensure that the:

- Face covering requirements of our CPP Face Coverings are followed for employees waiting for transportation, if applicable.
- All employees who are not fully vaccinated are provided with a face covering, which must be worn unless an exception under our CPP Face Coverings applies.
- Upon request, we provide respirators for voluntary use in compliance with subsection 5144(c)(2) to all employees in the vehicle who are not fully vaccinated.

#### **Screening**

We develop, implement, and maintain effective procedures for screening and excluding drivers and riders with COVID-19 symptoms prior to boarding shared transportation.

Will Hernandez, Director of MOTSW or Elio Benavides, Transportation Lead

#### **Cleaning and disinfecting**

We ensure that:

- All high-contact surfaces (door handles, seatbelt buckles, armrests, etc.) used by passengers are cleaned to prevent the spread of COVID-19 and are cleaned and disinfected if used by a COVID-19 case during the high-risk exposure period, when the surface will be used by another employee within 24 hours of the COVID-19 case.

The Transportation Department will be notified of positive cases with a focus on confidentiality yet to promote safety for the next users or co-users of vehicles.

- All high-contact surfaces used by drivers, such as the steering wheel, armrests, seatbelt buckles, door handles and shifter, are cleaned to prevent the spread of COVID-19 between different drivers and are disinfected after use by a COVID-19 case during the high-risk exposure period, if the surface will be used by another employee within 24 hours of the COVID-19 case.

The Transportation Department has developed protocols for assigned busses and vehicles as well as provided training and disinfecting wipes and spray to all personnel utilizing district vehicles prior to checking out the vehicle.

- We provide sanitizing materials, training on how to use them properly, and ensure they are kept in adequate supply.

### **Ventilation**

We ensure that vehicle windows are kept open, and the ventilation system is set to maximize outdoor air and not set to recirculate air. Windows do not have to be kept open if one or more of the following conditions exist:

- The vehicle has functioning air conditioning in use and excessive outdoor heat would create a hazard to employees.
- The vehicle has functioning heating in use and excessive outdoor cold would create a hazard to employees.
- Protection is needed from weather conditions; such as rain or snow.
- The vehicle has a cabin air filter in use and the U.S. EPA Air Quality Index for any pollutant is greater than 100.

### **Hand hygiene**

We provide hand sanitizer in each vehicle and ensure that all drivers and riders sanitize their hands before entering and exiting the vehicle. Hand sanitizers with methyl alcohol are prohibited.

## Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

**Person conducting the evaluation:** [enter name(s)]

**Date:** [enter date]

Name(s) of employee and authorized employee representative that participated: [enter name(s)]

[illegible]





## Appendix B: COVID-19 Inspections

[This form is only intended to get you started. Review the information available at [www.dir.ca.gov/dosh/coronavirus/](http://www.dir.ca.gov/dosh/coronavirus/) for additional guidance on what to regularly inspect for, including issues that may be more pertinent to your particular type of workplace. You will need to modify form accordingly.]

Date: [enter date]

Name of person conducting the inspection: [enter names]

Work location evaluated: [enter information]

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
<b>Engineering</b>			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
<b>Administrative</b>			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
<b>PPE</b> (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			
[add any additional controls your workplace is using]			





## Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

**Date:**

**Name of person conducting the investigation:** [enter name(s)]

<b>Employee (or non-employee*) name:</b>		<b>Occupation (if non-employee, why they were in the workplace):</b>	
<b>Location where employee worked (or non-employee was present in the workplace):</b>		<b>Date investigation was initiated:</b>	
<b>Was COVID-19 test offered?</b>		<b>Name(s) of staff involved in the investigation:</b>	
<b>Date and time the COVID-19 case was last present in the workplace:</b>		<b>Date of the positive or negative test and/or diagnosis:</b>	
<b>Date the case first had one or more COVID-19 symptoms:</b>		<b>Information received regarding COVID-19 test results and onset of symptoms (attach documentation):</b>	

**Results of the  
evaluation of the  
COVID-19 case and all  
locations at the  
workplace that may  
have been visited by  
the COVID-19 case  
during the high-risk  
exposure period, and  
who may have been  
exposed (attach  
additional  
information):**

<b>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</b>			
<b>All employees who may have had COVID-19 exposure and their authorized representatives.</b>	<b>Date:</b>		
	<b>Names of employees that were notified:</b>		
<b>Independent contractors and other employers present at the workplace during the high-risk exposure period.</b>	<b>Date:</b>		
	<b>Names of individuals that were notified:</b>		
<b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b>		<b>What could be done to reduce exposure to COVID-19?</b>	
<b>Was local health department notified?</b>		<b>Date:</b>	

\*Should an employer be made aware of a non-employee infection source COVID-19 status.



## Appendix D: COVID-19 Training Roster

Date: 1/11/21

**Person that conducted the training:**

[illegible]

# ARVIN UNION SCHOOL DISTRICT

## MODEL EMERGENCY PLAN FOR STUDENTS WITH SPECIAL NEEDS

July 2016

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### Model Annex to Arvin Union School District Emergency Management Plan

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# **Arvin Union School District Model Emergency Plan for Students with Special Needs**

## **Arvin Union Schools Model Emergency Management Plan**

The Arvin Union Schools Emergency Management Plan consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Special Needs is an incident management strategy that serves to augment the Arvin Union Schools Emergency Management Plan. In order to ensure efficient and effective Emergency management, the Model Plan must be implemented in its entirety.

### **I. PURPOSE OF THE PLAN**

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. For the purposes of this annex, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with special needs and disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

#### **A. Presidential Mandate**

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

#### **B. Planning Needs and Assumptions**

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;

- **know the special needs demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the special needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

## **II. STATUTES FOR SERVICES IN SCHOOL**

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

### **A. Americans with Disabilities Act of 1990**

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides "a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities." The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

### **B. Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with special needs throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a "child with a disability." (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefit.

### **Individual Education Program (IEP)**

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

### **C. Section 504 of the Rehabilitation Act of 1973**

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: "No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities\*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

\* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one's self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating, interacting with others and reading.

## **Table 1. Categories of Disability under IDEA Law**

### **Federal Disability**

#### **Term**

#### **Alternative**

#### **Term**

#### **Brief Description/**

#### **Factors that Elevate Risk in Emergencies**

#### **Factors that Reduce Risk in Emergencies**

**Autism/Autism spectrum disorder:** Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication. Structure, routine, normalcy and familiarity with activity

**Deaf-blindness:** A simultaneous significant hearing and vision loss; limits the speed of movements. Guidance from a sighted person Developmental delay. A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development. Minimized disruption of routine patterns of activity, Modulate sensory input

**Emotional disturbance/Behavior disorder/emotional disability:** Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic. Regulate sensory input.

**Hearing impairment/Deaf/hard of hearing:** A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues. Written instructions, sign language, specialized communication for direction in an emergency.

**Mental retardation/Intellectual disability/cognitive impairment:** Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity. Regulate sensory input.

**Multiple disabilities:** The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness.

**Orthopedic impairment/Physical disability:** A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli. Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route.

**Other health impairment:** A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle cell anemia, and diabetes. Continuity of medication management regime.  
**Specific learning disability:** Learning disability A disorder related to processing information that leads to difficulties in reading, writing and computing.

**Speech or language Communication disorder:** stuttering, etc. A disorder related to accurately producing or articulating the Sign language, hand signals, specialized impairment sounds of language to communicate communication for response in an emergency.

**Traumatic brain injury:** TBI An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.

**Visual impairment:** Low vision, blindness. A partial or complete loss of vision Guidance from a sighted Person.

Source: National Dissemination Center for Children with Disabilities at  
<http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

### **III. MITIGATION AND PREVENTION**

Mitigation is the action districts and schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

#### **A. Teacher Survey - Students Needing Special Assistance**

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with special needs.
- **Know who is on your school site:** Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
- **Identify the students** who are severely handicapped and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., broken
- **Assess** potential hazards. Review evacuation equipment.

#### **B. Mitigation Strategies**

- **Learn about the types of hazards** that may impact the school (e.g. earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire special needs/staff population.
- **Develop a schedule** a daily activities and classes that identifies where a special needs student may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

#### **IV. PREPAREDNESS**

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

##### **A. General Strategies**

Use the forms in APPENDIX A to collect information about individuals with special needs on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information.

The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.

- **Consult parents or guardians** concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

## **B. Buddy System**

Pairing students up with special needs students for emergency response, e.g. the "buddy system", can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

### **To have an effective buddy system:**

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the special needs student.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate. Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.
- The buddy is in the building, but away from the customary work area.

### ***Have a trained backup buddy in place.***

- The buddy cannot locate the person with a special need because the person is absent. ***Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.***
- The buddy has left the class/program, and a new one has yet to be identified.

### ***Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.***

- The buddy forgets or is frightened and abandons the special needs person.

### ***Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.***

## **C. Medication Management**

Most students with special needs have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication, if needed, with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the special needs student.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

#### **D. Access to Communication**

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones.

Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms.

**An emergency is not the time to learn how to work a rarely used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:  
*• important, • emergency • keep calm • must leave now • fire • fire exit • elevator closed • stairs there • okay*

#### **E. Time Management**

Children with special needs are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency. Some students with special needs will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a

successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while. Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

## **F. Preparedness Supplies**

**Classroom Supplies.** A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners, disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky) *\* for diabetic students*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

**Go Kits.** Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes.

Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
  - contact information
  - medical requirements
  - allergies and sensitivities
  - adaptive equipment used
  - assistance needs and limitations

## **G. Drills**

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

## **H. Key Practices for Certain Impairments**

Emergency planning for students with special needs should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

**There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.**

**1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety.

**Preparedness kits should include:**

- comfort items
- pen and paper
- visual communication instructions

**2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building.

**Preparedness kits should include:**

- pen and paper
- flashlight to communicate in the dark
- extra hearing aid batteries
- batteries for TTY and light phone signaler

**3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheel chairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands.

**Preparedness kits for those who use wheelchairs should include:**

- heavy gloves for making way over glass or debris
- extra battery for electric wheelchairs recommended but may not be practical
- patch kit for punctured wheels
- flashlight and whistle

**4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill.

**Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

**5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student. It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

**6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location.

**Preparedness kits should include:**

- extra batteries for communication equipment
- note paper and pen
- comfort items

**7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location.

**Preparedness kits should include:**

- extra folding white cane • colored poncho worn for visibility
- heavy gloves for feeling the way over glass or debris • comfort items

## **I. Developing a Special Needs Evacuation Plan**

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

### **1. Review all paths of travel and potential obstacles.**

- Know your school grounds, paths, exits and potential obstacles.
- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

### **2. Install appropriate signage and visual alarms.**

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
  - approximately 60 inches above the floor;
  - in a location that is not obscured in normal operation such as a swinging door;
  - in all primary function areas

### **3. Identify the students and staff with special needs and they type of assistance they will require in an emergency.**

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with special needs. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

#### **4. Train staff in general evacuation procedures.**

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with special needs.
- Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each special needs student to assure he/she is accounted for during an evacuation.

#### **5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.**

- Identify "areas of rescue" in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency.

#### **6. Complete all contracts and Statements of Understanding with key emergency support providers**

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for special needs requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

#### **7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.**

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependent machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.

- Include students with special needs in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with special needs in evacuation procedures.
- Provide procedures for receiving students with special needs at the pre-designate evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

## **IV. RESPONSE**

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

### **A. Leadership by District of Service**

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

### **B. Assess the Situation**

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

### **C. Announce the Emergency**

**1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

- *there is an emergency*
- *how to exit*

**2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently.
- Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

**3. To Alert Cognitively or Emotionally Impaired** – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

#### **D. Lockdown/Shelter-in-Place Strategies**

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

#### **E. Implement Evacuation**

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc.

### **To Evacuate Persons Using Wheelchairs:**

If the person wants to be moved in his/her chair, keep the following considerations in mind:

- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
  - how he/she prefers to be moved from the chair;
  - whether pain or harm will result from moving extremities;
  - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

### **F. Transport Students**

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
  - Name of driver
  - Driver's telephone number
  - Time departed staging area
  - Time arrived at sheltering location
  - Vehicle number
  - Sheltering location
  - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own. What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

### **G. Reassess Needs**

Request additional support, if needed.

### **H. Other Considerations for Special Needs Populations**

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the special needs student after the evacuation.
- **Recognize** that the fine details are unique to each student;

## **IV. RECOVERY**

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

### **A. Restoration**

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

## **B. Supportive Services**

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connects school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with special needs with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aides, wheelchairs,

## **C. Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently. After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

## **APPENDIX A**

**YES: Y / NO: N**

Do you have a roster of your students with special needs?

Have you identified students with special needs on site from other school districts?

Have you identified the medical needs of your students with special needs and their medication schedule?

Have you walked the evacuation paths and exits looking for potential obstacles?

Has an evacuation site been identified that is accessible to students and staff with special needs?

Is the primary evacuation path marked to clearly show the route?

Is there sufficient oxygen for 72 hours?

Have transportation needs been identified for the students with special needs, such as special vans and buses for students?

Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?

Is there a master list of bus drivers?

Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?

Have you identified communication needs with students who have limited English proficiency?

Have you considered emergency accommodations for those with temporary disabilities?

Have you encouraged a relationship with students and the local responders?

Have you reviewed your plan with emergency responders?

Have you identified an evacuation site that is accessible to students and staff with special needs?

Have you identified a secondary evacuation site?

Has a "buddy system" been developed for each student?

Have you identified all of your communication needs for your students with special needs?

Have you trained the staff on proper lifting techniques?

Have staff, students and families been encouraged to provide 72 hour medications?  
Has evacuation route information been compiled and distributed to staff?

## **APPENDIX B**

Date form completed

Revised Initials

By Whom Revised Initials

**Name:** Birth date: Nickname:

**Home Address:** Home/Work Phone:

**Parent/Guardian:** Emergency Contact Names & Relationship:

**Signature/Consent\*:**

**Primary Language:** Phone Number(s):

**Physicians:**

**Primary Care Physician:** Emergency Phone:

**Fax:**

**Current Specialty Physician:** Emergency Phone:

**Specialty:** Fax:

**Current Specialty Physician:** Emergency Phone:

**Specialty:** Fax:

**Anticipated Primary ED:** Pharmacy:

**Anticipated Tertiary Care Center:**

**1. Baseline physical findings:**

**2.**

**3. Baseline vital signs:**

**Synopsis:**

**Baseline neurological status:**

**Blood Type:**

\*Consent for release of this form to health care providers

**Last name:**

**Medications/Dosages:** Significant baseline ancillary findings (lab, x-ray, ECG):

**1.**

**2.**

**3. Prostheses/Appliances/ Technology Devices:**

**4.**

**5.**

### **Management Data:**

**Allergies:** Medications/Foods to be avoided and why:

**1.**

**2.**

**3.**

**Procedures to be avoided and why:**

**1.**

**2.**

**3.**

**Immunizations (mm/yy)**

Dates Dates

DPT Hep B

OPV Varicella

MMR TB status

HIB Other

**Antibiotic prophylaxis:** Indication: Medication and dose:

### **Common Presenting Problems/Findings with Specific Suggested Managements**

Problem Suggested Diagnostic Studies Treatment Considerations

**Comments on child, family, or other specific medical issues:**

**Physician/Provider Signature:** Print Name:

Last name:

## **APPENDIX C**

**Laminate this card and affix it to a lanyard for the special needs student to wear during an emergency.**

### **FRONT**

**Student Name:**

**School:**

**Grade :**

**Photo:**

**School Phone:**

**Medical Condition:**

**Parent/Guardian: Home Phone:**

**Home Address: Work Phone:**

**Cell Phone:**

**Parent:/Guardian: Home Phone:**

### **BACK**

**Student Name: Birth date:**

**Blood Type: Allergies:**

**Physical Limitations:**

**Communication Difficulties:**

**Adaptive Equipment:**

**Primary Care Physician: Emergency Phone:**

**Specialty Physician: Emergency Phone:**

**Insurance Company: Policy Number:**

## **APPENDIX D - Online Resources**

### **American Red Cross, *People with Disabilities***

[http://www.redcross.org/museum/prepare\\_org/disabilities/disabilities.htm](http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm)

### **Americans with Disabilities Act of 1990, as amended**

<http://www.ada.gov/pubs/ada.htm>

### ***An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities*, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)**

[http://www.ncef.org/pubs/evacuating\\_special\\_needs.pdf](http://www.ncef.org/pubs/evacuating_special_needs.pdf)

### **California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)**

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

### **Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide***

<http://www.cdihp.org/evacuation/toc.html>

### **Disability Preparedness Resource Center, *Personal Preparedness Planning***

<http://www.disabilitypreparedness.gov/ppp/index.htm>

### **Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs***

[http://www.fema.gov/pdf/library/pfd\\_all.pdf](http://www.fema.gov/pdf/library/pfd_all.pdf)

### **Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)**

[http://www.fema.gov/pdf/nims/nims\\_executive\\_order\\_13347.pdf](http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf)

### **National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs***

[http://www.nasponline.org/resources/crisis\\_safety/specpop\\_general.aspx](http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx)

### **National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities***

<http://www.nfpa.org/assets/files/PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

### ***Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response for People with Disabilities* (March 2007)**

[http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices\\_3-21-072.pdf](http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf)

### ***Talking to Children with Special Needs About Tragedy***

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>

### **U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***

<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

### **U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)**

[http://rem.s.ed.gov/docs/Disability\\_NewsletterV2I1.pdf](http://rem.s.ed.gov/docs/Disability_NewsletterV2I1.pdf)

## **APPENDIX E**

### **Acronyms**

**ADA** Americans with Disabilities Act (1990)  
**AFN** Acute and Functional Needs  
**ASC** Advisory Steering Committee  
**CDE** California Department of Education  
**ED** Emotionally Disturbed  
**FAPE** Free and Appropriate Public Education  
**FERPA** Family Education Rights and Privacy Act  
**HI** Hearing impairment  
**IDEA** Individuals with Disabilities Education Act  
**IEP** Individual Education Program  
**ISHP** Individualized School Healthcare Plan  
**ITP** Individual Transition Plan  
**LRE** Least Restrictive Environment  
**NSH** Not severely handicapped  
**OSEP** Office of Special Education Programs  
**RSP** Resource Specialist Program  
**SDC** Special Day Class  
**SELPA** Special Education Local Plan Area  
**SH** Severely Handicapped  
**SLD** Specific Learning Disability  
**SLI** Speech/Language Impairment  
**TBI** Traumatic Brain Injury  
**VI** Visually Impaired

## SCHOOL SAFETY CHECKLIST

**Goal of Checklist.** This checklist is intended to serve as an assessment tool to identify safety risks and to help staff comply with Board Policy and Administrative Regulations 0450(a) entitled Comprehensive Safety Plan. From this assessment, safety goals and a comprehensive safety plan may be developed to enhance school safety.

### CHECKLIST

1. School rules established for the safe and appropriate use of school equipment, materials and for student conduct.
2. Students trained on the safety rules and provided safety instruction as appropriate.
3. Copies of the rules sent to parents/guardians and are readily available at the school at all times.
4. Students are released during the school day in the custody of an adult only if: (a) adult is the student's parent/guardian with custody; (b) adult has been authorized on the student's emergency card as someone to whom the student may be released when the parent/guardian cannot be reached; (c) the individual's identification has been verified; (d) adult is a properly authorized law officer; and (e) adult is taking the student to emergency medical care at the request of the principal or designee.
5. Teachers are present at their respective rooms and open to admit students as soon as reasonably practical before the time when school starts.
6. Administrators, teachers, and all other staff hold students to a strict account for their conduct on the way to and from school, on the playgrounds and during recess.
7. Administrative, certificated and/or classified employees supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions.
8. Supervision zones have been identified on the playground.
9. Safety supervisors remain outside at a location from which they can observe their entire zone of supervision and move around the perimeter of those zones.
10. All individuals supervising students remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions, as appropriate.
11. Emergency procedures have been established to ensure swift response to accidents, fighting and situations that could become dangerous, such as overcrowding or unusual gatherings of students.
12. Teachers, teacher aides, yard aides and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts.
13. Supervisors' training is documented and on file.

14. Playgrounds comply with regulations pertaining to the design, installation, inspection and maintenance of playgrounds and playground equipment.
15. None of the following activities are permitted unless the activity is properly supervised and each participant has insurance coverage:
  - A. Trampolining
  - B. Bounce-Houses
  - C. Scuba diving
  - D. Skateboarding
  - E. Hang gliding
  - F. Sailing
  - G. Water skiing
  - H. Snow trips
  - I. Bicycling
  - J. Motorcycling
  - K. Target shooting
  - L. Horseback riding
  - M. Rodeo
  - N. Breakdancing
  - O. Other activities determined by the school principal to have a high risk to student safety.
16. Students' exposure to excessive noise in classrooms is monitored and hearing protection is provided as necessary.
17. Eye safety devices are used whenever students are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes.

\_\_\_\_\_ : Developed/Revised Date

Reference: Comprehensive Safety Plan, BP/AR 0450(a), BP/AR 3515(a)(b), BP/AR 3516(a)(b)(c), and BP/AR 2516.5

## OUTSIDERS/VISITORS CHECKLIST

**Goal of Checklist.** This checklist is intended to help establish a safety perimeter around the school, to control entry, exit, and removal of visitors and outsiders to the campus consistent with Board Policy and Administrative Regulation 1250 entitled Visitors/Outsiders.

### CHECKLIST

A notice has been posted at every entrance to school and school grounds setting forth visitor/outsider registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

All visitors to the campus, except students of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.

Visits during school hours, including classroom visits are arranged with the teacher and principal/designee ahead of time and are subject to specific procedures and limitations.

Appointments with teachers are set during non-instructional time.

Visitors shall wear a visible means of identification provided by the school for visits while on school premises.

Employees direct visitors and outsiders without identification directly to the office.

To register for entrance onto the campus, all visitors to the campus shall, upon request, furnish the principal or designee with his/her name, address and occupation; his/her age, if less than 21; his/her purpose for entering school grounds; proof of identity; and other information consistent.

“Outsiders” include every visitor to the school campus except the following: a student of the school, unless currently under suspension; a parent/guardian of a student of the school; a Governing Board member or district employee; a public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request; a representative of a school employee organization who is engaged in activities related to the representation of school employees; an elected public official, and; a publisher, editor, reporter or other person connected with or employed by a newspaper, magazine, other periodical, radio station or television station.

## **OUTSIDERS/VISITORS CHECKLIST Continued**

The principal/designee refuses to register any “outsider” if he/she reasonably concludes that the “outsider's” presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The principal/designee or school security officer revokes an “outsider's” registration if he/she has a reasonable basis for concluding that the “outsider's” presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.

“Outsiders” who fail to register, or whose registration privileges have been denied or revoked, are directed to promptly leave school grounds and informed that if he/she reenters the school within 7 days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment.

\_\_\_\_\_: Developed/Revised Date

Reference: Outsider/Visitor, BP/AR 1250

# AUSD Safety Procedure: SHELTER IN PLACE

## PRINCIPAL'S OFFICE

Receive information and instructions to "shelter in place," rather than evacuate, due to a nearby hazardous material release.

Activate the school Shelter in Place plan by announcement over the public announcement system.

Require all persons in outside areas to go indoors.

Ensure that appointed caretakers assist disabled students.

Ensure custodian immediately shuts off all heating, cooling, and ventilation systems for entire campus.

Consider instructing teachers to seal doors and windows with duct tape in severe cases.

Call the Superintendent's office who will ensure that the necessary administrators are notified, from among the following:

Maintenance & Operations  
Business  
Safety  
Communication Services

Allow no one to leave the shelter during the emergency.

Use reasonable judgment in allowing outsiders into a shelter during the height of the incident.

Be in contact with law enforcement or other emergency responders for continuous information and instructions until the incident is under control.

Announce the current status of the incident at frequent intervals over the public announcement system until "ALL CLEAR".

## DEFINITION

Sheltering in Place is the use of any classroom or office for the purpose of providing temporary shelter from a hazardous material release.

## EMERGENCY

- Hazardous Material Release
  - Chemical Plant Accident
  - Chemical Train Derailment
  - Chemical Truck Overturning
  - Pipeline Rupture
- Drill

## TEACHER/STAFF

Move all students indoors.

Close all windows and doors to the shelter.

Turn off and keep off room heating, cooling, or ventilation systems until "ALL CLEAR".

If there appears to be air contamination within the shelter, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection.

Continue to follow the instructions given over the public announcement system.

Do not allow anyone to leave the shelter until the "ALL CLEAR" is given.

## AUSD Safety Procedure: *LOCK DOWN*

### TEACHER/STAFF

If you are the first person to recognize 911 emergency, have another person notify the office of what is happening.

Quickly survey the hallway by your classroom. Order any students in the hall or restroom into your room.

Close all blinds and turn off lights.

Direct students to sit on the floor against walls away from windows in a "safety area" out of sight from windows and doors and barricade door

Students are to remain absolutely silent during this time.

Teachers check roll and make sure their students are either in the classroom or with another teacher.

Tell students of other teachers they are to remain with you during lock down.

Outside phone lines are kept open.

Use reasonable judgment in allowing students into a locked room during the height of the incident.

Wait in Lock Down until "ALL CLEAR" notice or evacuated by law enforcement.

### PRINCIPAL

All staff are trained to recognize an emergency situation requiring a lock down. First person to know of emergency immediately dials 911 staying on line to give information. If the caller must immediately leave, then drop phone leaving line open.

Students in hallways, bathrooms or commons when a lock down is announced are to return to the closest classroom or building immediately.

Principal, vice principal, custodians immediately begin locking all outside doors and monitor doors for "late arrivals."

Students outside when lock down is announced are directed to cafeteria by bullhorns and by selected staff. Staff should hurry, without panicking students and lead them to the nearest door and then to the cafeteria.

Call Superintendent's Office who will notify necessary administrators.

Refer calls from media to designated media relations staff.

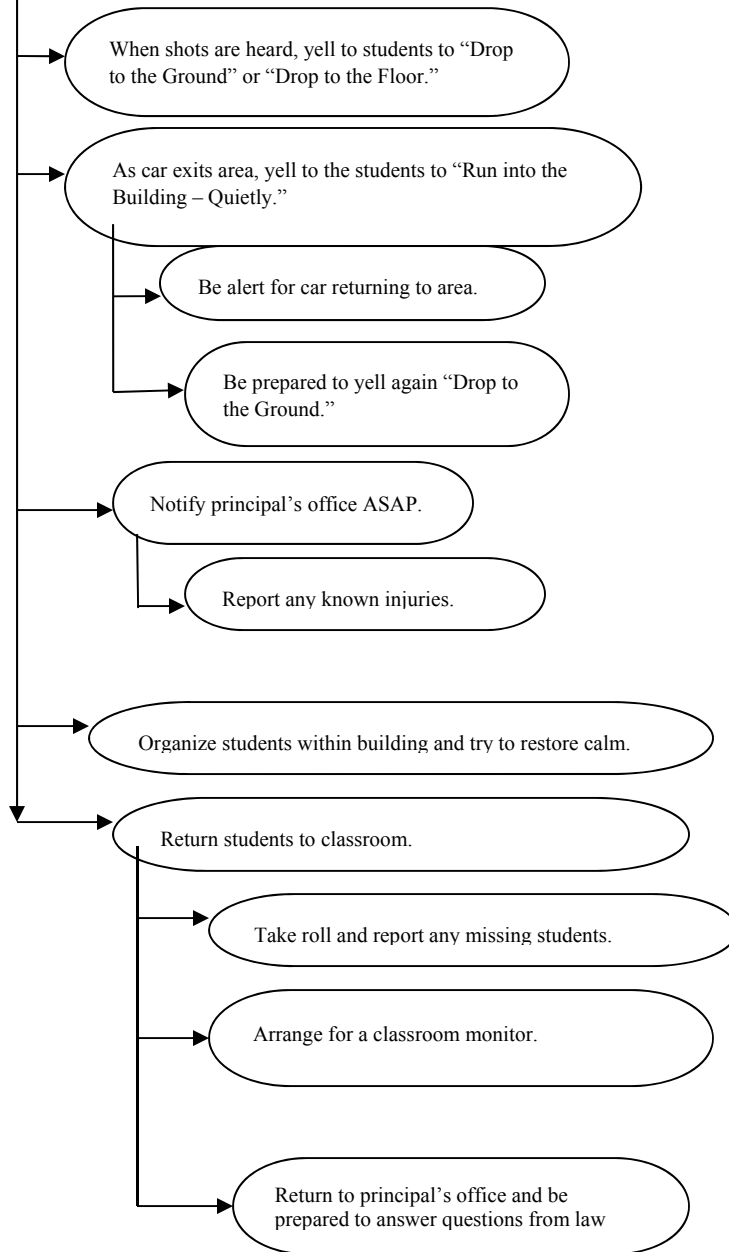
Stay in contact with law enforcement for information and instructions until incident is under control.

When incident is under control, issue "ALL CLEAR"

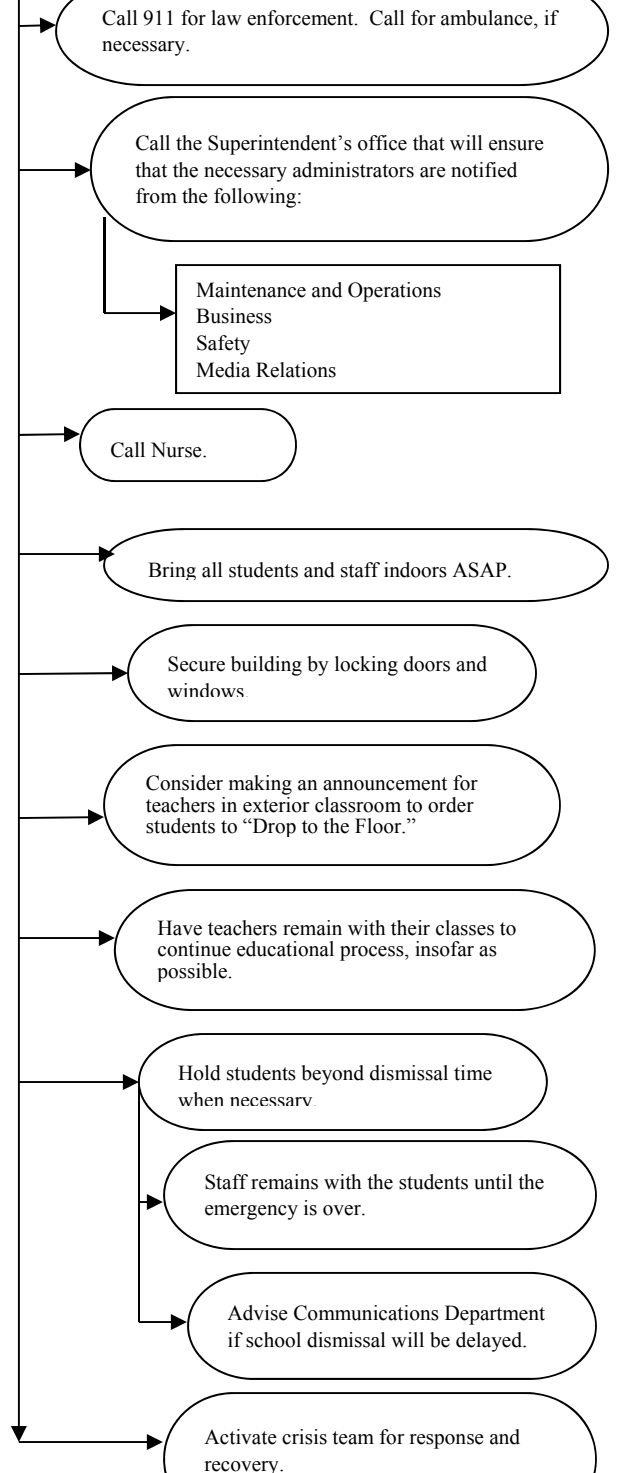
Initiate emergency recovery procedures involving the district and school site crisis intervention resources.

# AUSD Safety Procedure: *DRIVE-BY SHOOTING*

## TEACHER/STAFF



## PRINCIPAL



## AUSD Safety Procedure: UNARMED INTRUDER

### TEACHER/STAFF

Report any suspicious person to the principal's office immediately.

### PRINCIPAL'S OFFICE

Approach the unarmed intruders and determine the nature of their presence.

Ask for identification.

Direct and/or accompany them to the school office.

If they have no acceptable purpose, ask them to leave.

If they refuse to leave,

Remind them California law requires each individual to register, have the principal/designee direct them to leave and remind them they are then in violation of the law if they fail to leave (See also: Visitor/Outsider Policy and Procedures).

Alert them that law enforcement will be called.

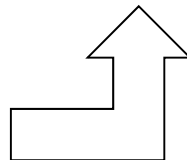
If they continue to refuse to leave, call law enforcement or 911 if determined to be an

If the situation is very severe, announce a "Lock Down" procedure," discretely if possible, which means all teachers will lock doors (See also Lock Down Safety Procedure).

If Lock Down is announced, have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area inside or outside the buildings.

Call the Superintendent's office that will ensure that the necessary administrators are notified, from among the following:

Maintenance and Operations  
Business  
Safety  
Media Relations



## AUSD Safety Procedure: *EVACUATION*

### TEACHER/STAFF

### EMERGENCY

Evacuate when you hear 3 bells ring.

Be aware of pre-designated primary and alternate evacuation routes.

Take roster sheet and grade book with you.

Close classroom door and turn out lights as students leave.

Leave the building in an orderly manner without rushing or crowding.

If the situation warrants, vehicle evacuation will be used to transport students to another site.

If the emergency calls for an evacuation without the use of vehicles, walk from the building in the stated course.

Always evacuate crosswind and/or upwind away from any emergency by a safe route.

Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

Reassembly the students and check roll to ensure that all students are accounted for.

Report any missing students immediately.

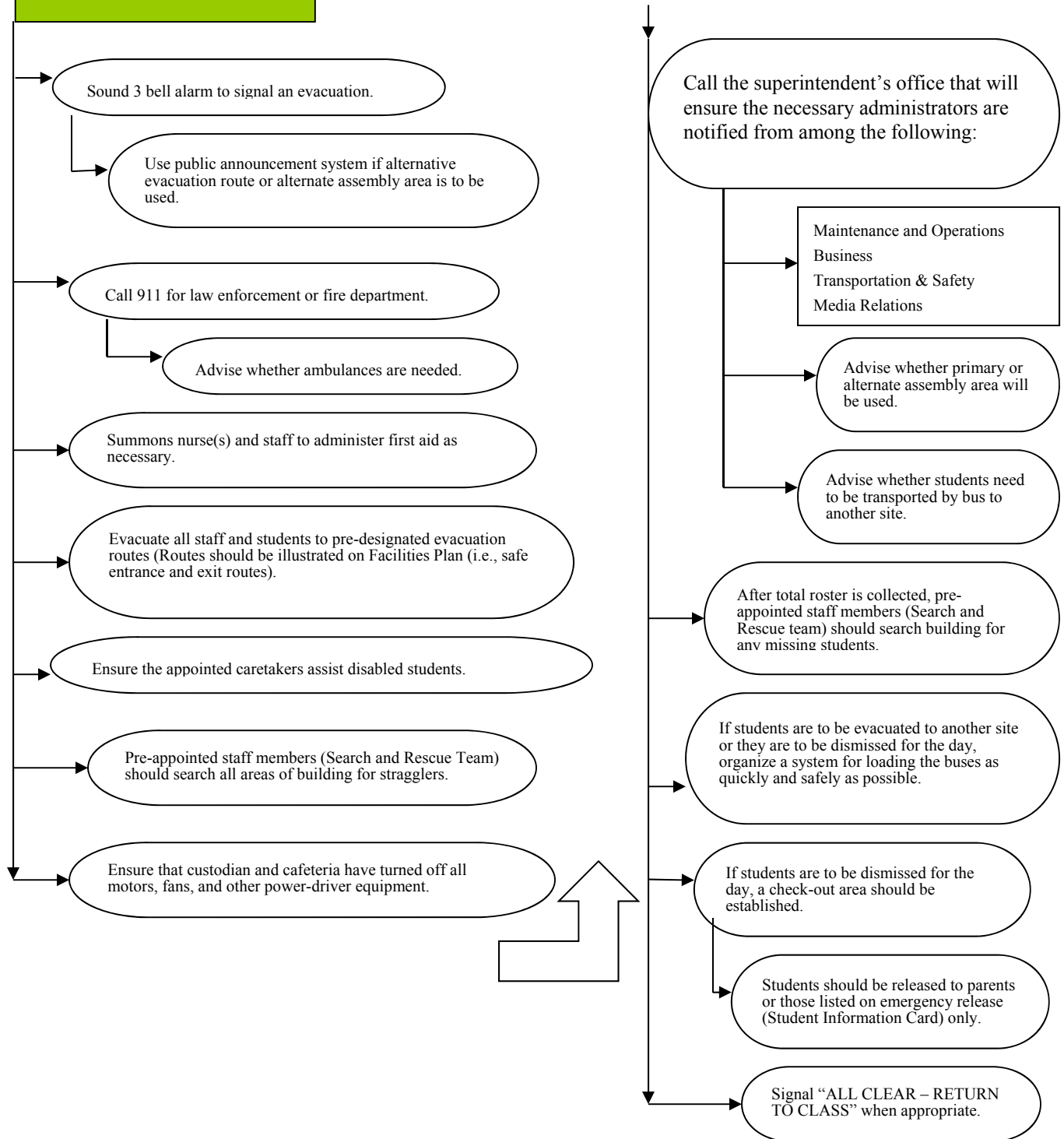
Note on roster any students who are released to parents.

Return to your room when you are instructed that it is safe to do so.

- Disaster
- Fire
- Fallen Aircraft
- Chemical Release
- Bomb Threat
- Drill

## AUSD Safety Procedure: *EVACUATION (Continued)*

### PRINCIPAL'S OFFICE



## AUSD Safety Procedure: *Student Walkout*

### TEACHER/STAFF

If you become aware of a planned walkout, notify the principal.

Quickly survey the hallway by your classroom. Notify students who remain on campus that they should return to class or risk discipline if they remain on campus and do not attend class. (No physical force or physical contact will be made to prevent students from leaving the campus in a safe manner.)

Notify school site administrator of students in the hallway outside of your classroom.

Take roll immediately following the walkout and compare to the original roll to determine who did not return to class. Send the list of students not in class to the school office.

Assist with playground/yard supervision during non-classroom duty time.

If an opportunity arises, provide positive, age appropriate, guidance to students about the choices available.

Give students an accurate description of the issues leading up to the walkout. ; if appropriate, give the students a guided opportunity to discuss the issues, the actions, the choices, and the impact of such choices.

### PRINCIPAL

Develop a plan to help ensure student safety in the event of a walkout.

Develop safe exit routes in partnership with law enforcement.  
Suggest students exercise their free speech rights after school hours.  
Work with student leaders on safety issues. Remind students of the behaviors that are not protected and may result in school discipline issues and legal actions for them and their families

Notify and update the Superintendent's office who will determine if a District-level response is warranted.

Review, to if applicable, follow the systematic emergency response protocols to include adjustments contingent upon the involvement of other agencies or district personnel.

Encourage students who remain on campus to return to class and point out the advantages of re-engaging in classroom activities. (Remind staff to avoid physical contact and physical force unless clearly necessary to protect students or staff.

Establish a communication system to notify parents of the students that left campus during the student walkout, keep others involved in the response updated, and to respond, under the direction of the superintendent or designee to media inquiries.

Provide a highly visible law enforcement presence on and around the school campus throughout the day.

Stay in contact with law enforcement for information and instructions until incident is under control.

	<b>AUSD Safety Procedure:</b> <b><i>FIRE DRILLS AND FIRES</i></b>	
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**TEACHER/STAFF**

All students and staff shall evacuate building when you hear 3 bells ring.

Teachers shall ascertain that no students remain in the building.

Close classroom door, turn out lights and take roster sheet and grade book with you.

Follow pre-designated primary or alternate evacuation routes.

Leave the building in an orderly manner without rushing or crowding.

If determined by the Incident Commander/principal, bus/vehicle evacuation will be used to transport students to another site.

If the emergency calls for an evacuation without the use of vehicles, walk from the building using the identified course.

Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

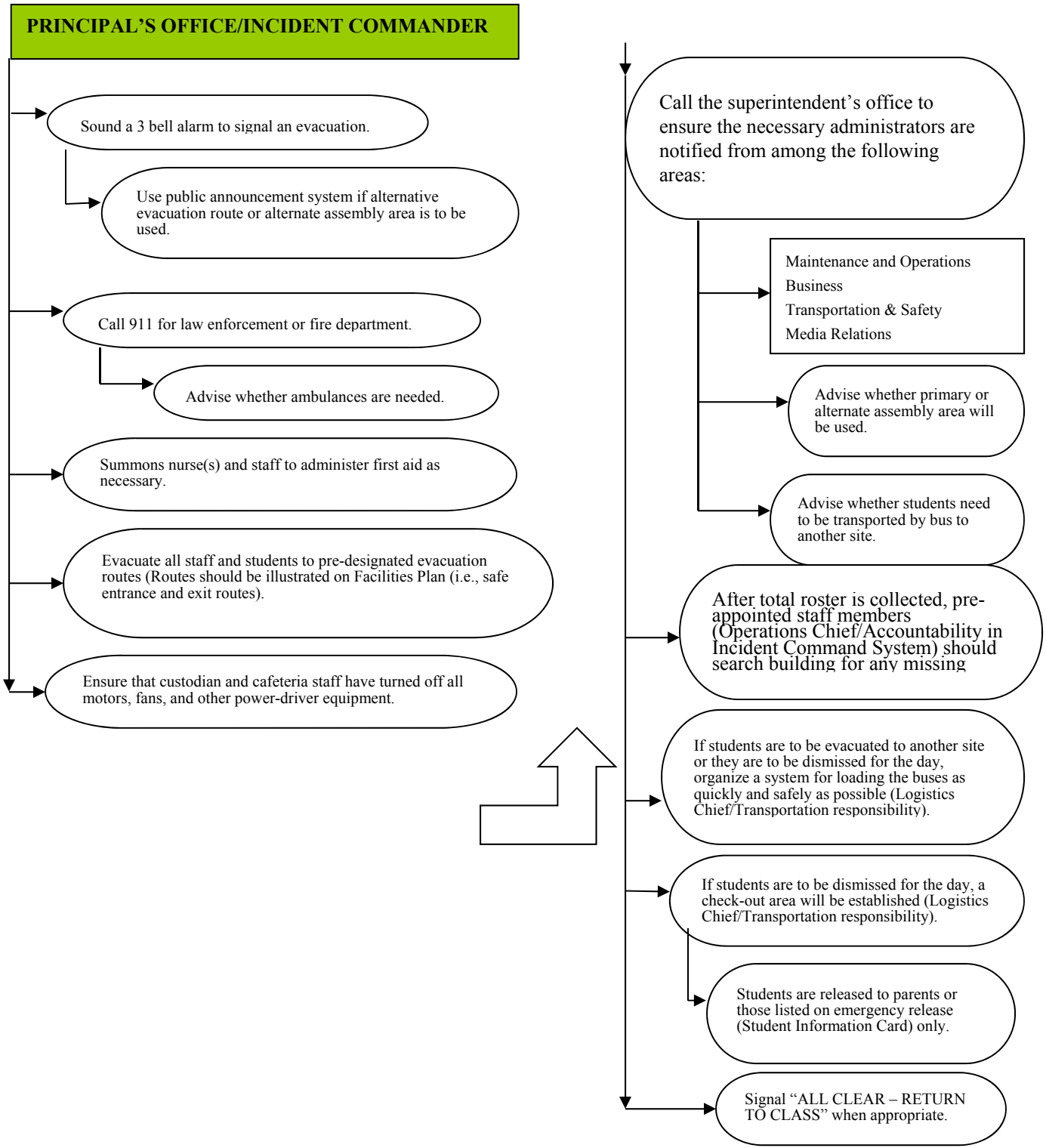
Reassembly the students and check roll to account for all students.

Immediately report any missing students to the principal or designee.

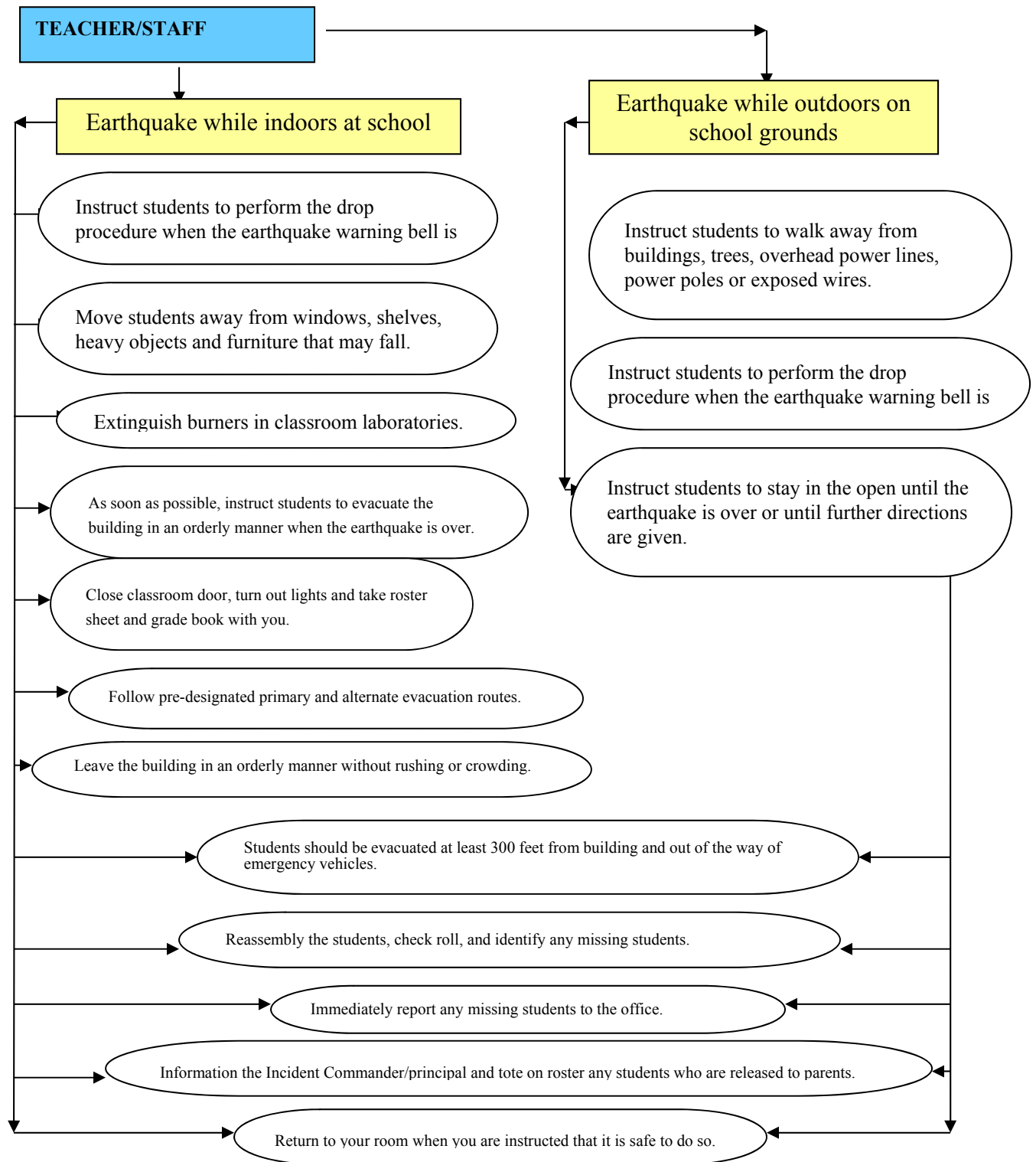
Note on roster any students who are released to parents.

Return to your room when you are instructed that it is safe to do so.

	<b>AUSD Safety Procedure:</b> <b><i>FIRE DRILLS AND FIRES (Continued)</i></b>	
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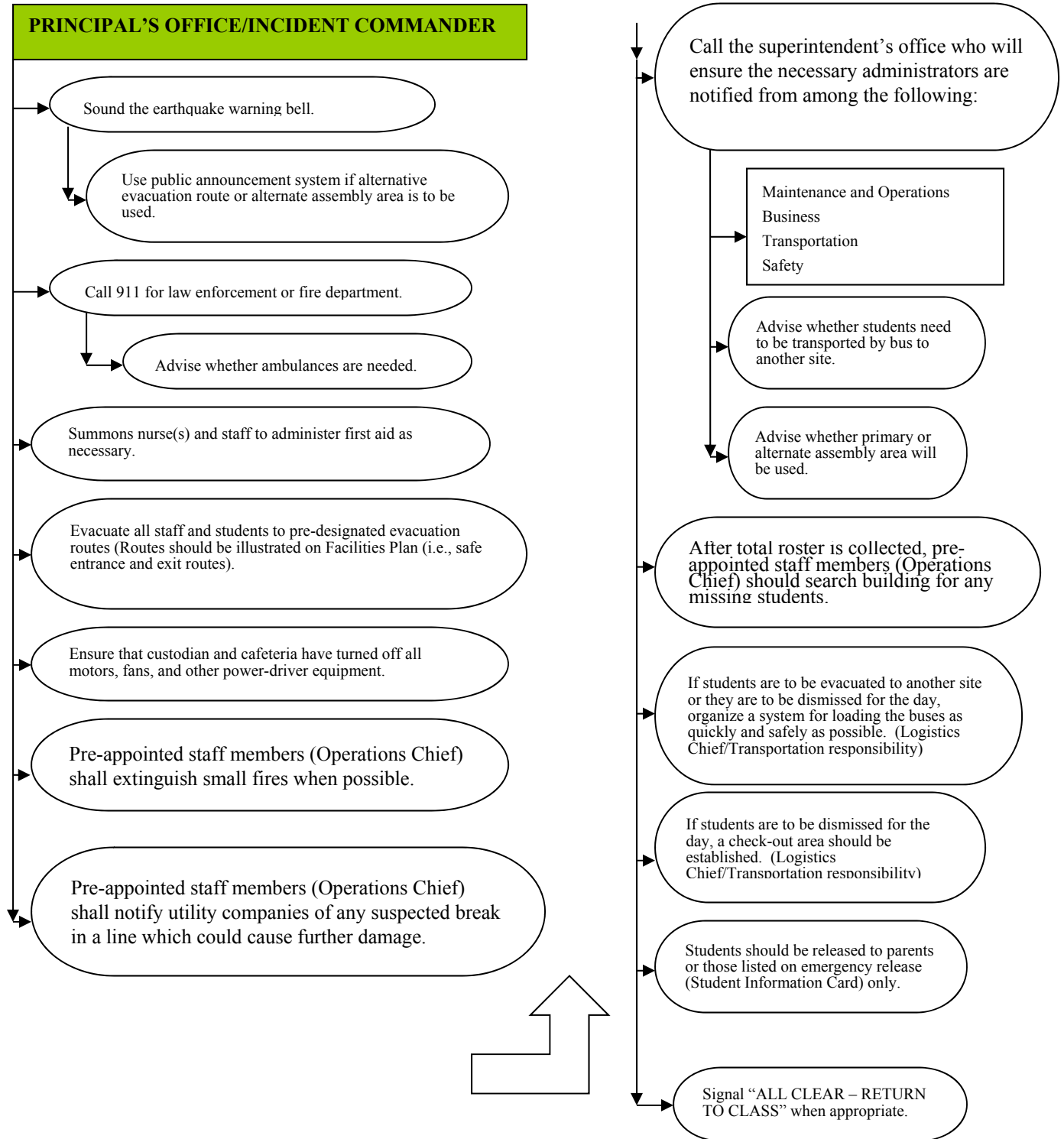


# AUSD Safety Procedure: EARTHQUAKE DRILL AND EARTHQUAKES



# AUSD Safety Procedure: EARTHQUAKE DRILL & EARTHQUAKES

## PRINCIPAL'S OFFICE/INCIDENT COMMANDER



	<b>AUSD Safety Procedure:</b> <b><i>BOMB THREAT</i></b>	
--	--	--

**TEACHER/STAFF**

Evacuate when you hear 3 bells ring.

Be aware of pre-designated primary and alternate evacuation routes.

Take roster sheet and grade book with you.

Close classroom door and turn out lights as students leave.

Leave the building in an orderly manner without rushing or crowding.

If the situation warrants, vehicle evacuation will be used to transport students to another site.

If the emergency calls for an evacuation without the use of vehicles, walk from the building in the stated course.

Always evacuate crosswind and/or upwind away from any emergency by a safe route.

Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

Reassembly the students and check roll to ensure that all students are accounted for.

Report any missing students immediately.

Note on roster any students who are released to parents.

Do not reenter the threatened building until you are instructed that it is safe to do so.

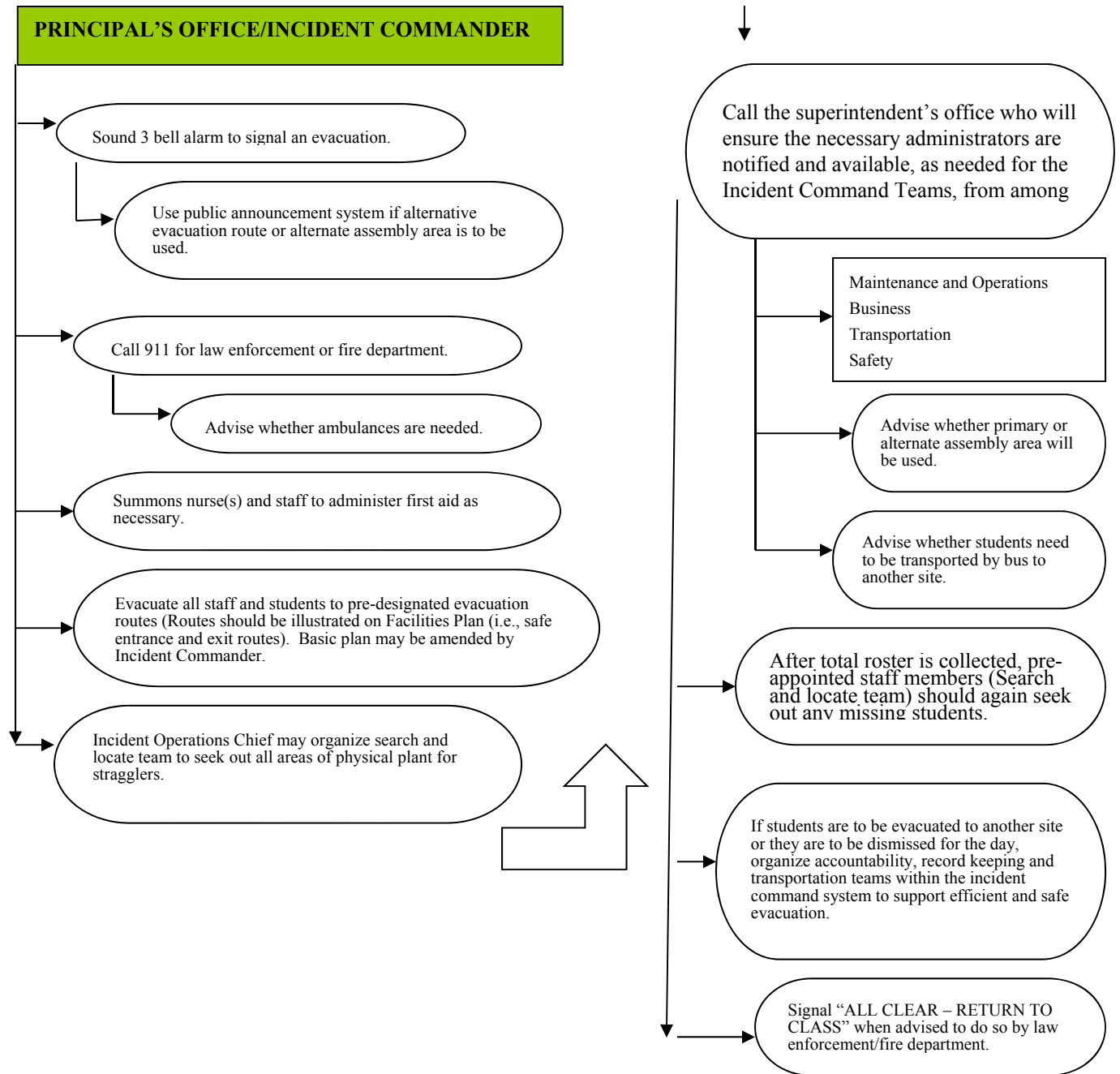
Any employee who receives a bomb threat shall immediately call 911 and report the threat to the principal or designee.

Any employee seeing a suspicious package shall promptly notify the principal or designee.

No school staff members shall search for or handle any potential incendiary device.

## AUSD Safety Procedure: *BOMB THREAT (Continued)*

### PRINCIPAL'S OFFICE/INCIDENT COMMANDER







# HDMS Staff Meeting

August 28, 2018

E-2



## Essential Question:

What do we need to know right now in order to be successful at the beginning of this school year?

Audio Site plans

Success →

Areas of  
Improvement →

what's  
missing →

## Emergency Drill (Fire)

When: Friday, August 31 @ 9am (period 2)

~~Roll~~

Procedure:

Duties during the drill:

Leave materials. sing. file to counts go to room w/ them To take ~~rest~~ org. vests.  
Laminated cards, inside roster folders.  
Updated rosters.

## Pep Rally

When: Friday, August 31 @ period 7

Where: CAPGTARIA

Procedure:

Students will go to 7<sup>th</sup> per. class. They will leave their backpacks in the class (lock the door). At the end of the rally, students return to get their backpacks and are dismissed. Three-day weekend! (No School Sept. 3)

## Summary:

"Designing curriculum, instruction, and assessment is critical... but equally imperative to student achievement is the culture and atmosphere in which students learn." -Jim Casas Culturize



# HAVEN DRIVE MIDDLE SCHOOL

## School Site Council Committee

Agenda: January 15, 2019

ITEMS	ACTIONS	NOTES
1. Call to Order	Call to Order	Call to order by: <u>3:32 PM</u> At: <u>3:32 PM</u> <i>MEDINA</i>
2. Welcome and Introductions	Introductions of those present	
3. Review of Agenda	Review of sign-in/attendance	<i>MEDINA</i>
4. Read Minutes	Explanation of items	
	Requests for additional items	<i>MEDINA</i>
	Motion to approve	
	School Site Council Meeting Minutes December 13 <sup>th</sup> 2018	Quorum Present: <u>Yes/No</u> M: 2nd: In favor: _____ Opposed: _____
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at this meeting. Issues raised at this meeting may be scheduled for another SSC meeting.	<i>3:34 PM OPEN 3:42 PM</i>
6. ELAC Committee Report	<ul style="list-style-type: none"><li>Report by DAC Rep</li></ul>	<i>*SAFE School AMBASSADORS</i> <i>*UNIFORMS (SPORTS)</i>
7. Safety Plan	<ul style="list-style-type: none"><li><i>- READ 180 VISITS, MATH, ART LESSON</i></li><li>Safety Plan Review / Input</li></ul>	<i>- FILE</i> <i>- BATHROOM</i> <i>- LOCKDOWN</i> <i>- GAS SHUT OFF / ELECTRICAL / MATH</i> <i>- THROW ITEMS FOR SAFETY-ATTACH</i> <i>- FIGHT OR FLIGHT</i> <i>- ADD ELEMENTS TO LOCKDOWN.</i> <i>- BARRICADE</i> <i>- CREATE WAY TO LOCKDOWN.</i> <i>- "GO KIT" SOSE</i>
8. EL Reclassification	<ul style="list-style-type: none"><li>Reclassification outcomes</li><li>Needs</li><li>ELPAC Academic Support January 16<sup>th</sup> - January 31<sup>st</sup>, <u>5 Teacher Positions</u> flown to target/assist students.</li></ul>	<i>SOSE FALL FESTIVAL (YES)</i> <i>ADVERTISE</i>
9. LCAP Input Opportunities	<ul style="list-style-type: none"><li>Parent Engagement</li><li>Academic Achievement</li><li>Safe, nurturing, engaging climate</li><li>Expanded Services</li><li>Professional development</li><li>Facilities</li></ul>	<i>- ROBO - CALL</i> <i>- SPORTS (ALL) CLASSROOM FURNISHING, MARA...</i> <i>- ART - MURALS</i> <i>- MORE TRAINING FOR CLASSIFIED</i> <i>- BATH ROOM, AUTOMATIC FLUSHING TOILETS</i>
10. Future Meeting Date	<ul style="list-style-type: none"><li>February 12, 2019 3:00PM Room W8</li></ul>	
11. Upcoming Dates	<ul style="list-style-type: none"><li>Gate Showcase 1/17 - BME 5:00PM</li><li>Spelling Bee 1/17 - BME TBD</li><li>HDMS Formal Dance 1/18 - 5:00PM - 7:00PM</li><li>Henry Greve Speech - 1/23 HDMS</li><li>Graduation Catch Up - 1/22 and 1/24</li><li>Coffee with the Principal - 1/31 9:00AM</li><li>AHS 8<sup>th</sup> Grade Academic Ambassadors February 7<sup>th</sup></li><li>ELPAC Testing - February 4<sup>th</sup> - March 1<sup>st</sup>.</li></ul>	
12. Adjournment		<i>4:32</i> M: <i>SOSE</i> 2nd: <i>LOPEZ</i> In favor: _____ Opposed: _____ Meeting adjourned at _____

**REMOVAL OF STUDENT FROM SCHOOL  
DURING SCHOOL HOURS**

The student was removed from \_\_\_\_\_ School during school hours by \_\_\_\_\_  
(School) (Department) (Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR 5145.11)

\_\_\_\_\_  
(Student's Name) (Birthdate) (Age)  
\_\_\_\_\_  
(Parent/Guardian's Name) (Address) (Phone)

1. \_\_\_\_\_  
(Facility and address where child was taken)

2. Name of Peace Officer \_\_\_\_\_ Badge No. \_\_\_\_\_

3. Mental Health/Law Enforcement Agency \_\_\_\_\_

4. **Basis for action (check one)**

- ☐ Section 836 – Penal Code (Arrest without warrant)  
☐ Warrant for arrest  
☐ Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed  
☐ Section 305 – Welfare and Institutions Code – Without warrant (protective custody)  
☐ Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)  
☐ With express permission of parent  
☐ In case of emergency when parent cannot be reached  
☐ In case of emergency when rights of one of the persons involved might otherwise be seriously impaired (such as child abuse investigation)

5. Parent notified by \_\_\_\_\_ of the removal and place where student taken. **\*Except in child abuse investigation**  
Date \_\_\_\_\_ Time \_\_\_\_\_ Means \_\_\_\_\_

Superintendent/Designee Notified and written report submitted by \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_\_\_  
Signature of Principal/Designee

\_\_\_\_\_  
Date/Time

**\*E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

January 04, 2022

Luis Carmona, CSEA Representative  
Family Resource Center  
737 Bear Mountain Blvd.  
Arvin, CA 93203

Dear Mr. Carmona:

I am writing to invite you to a meeting about my school's safety plan. Haven Drive is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

**Location: Zoom**

<https://arvinschools.zoom.us/j/81098114355?pwd=LzJhaDNQMFdvcHNwaTN4UGw3OS9yZz09>

**Date: Tuesday, January 11, 2020**

**Time: 3:15- 4:15 pm**

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. If you would like to discuss these matters, you may also call me at my provided telephone number

Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

David Adamson, Vice Principal  
Telephone Number: (661) 854-6540  
dadamson@arvin-do.com  
Cc: School Safety plan binder

January 04, 2022

Arvin Fire Department Chief  
County Fire Department – Station 54  
301 Campus Drive  
Arvin, CA 93203

Dear Fire Chief:

I am writing to invite you to a meeting about my school's safety plan. Haven Drive is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

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Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

David Adamson, Vice Principal  
Telephone Number: (661) 854-6540  
dadamson@arvin-do.com  
Cc: School Safety plan binder

January 04, 2022

Amalia Ojeda, ATA Representative  
Haven Drive Middle School  
341 Haven Drive  
Arvin, CA 93203

Dear Ms. Ojeda:

I am writing to invite you to a meeting about my school's safety plan. Haven Drive is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

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Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

David Adamson, Vice Principal  
Telephone Number: (661) 854-6540  
dadamson@arvin-do.com  
Cc: School Safety plan binder

January 04, 2022

Arvin Police Chief  
City Hall  
200 Campus Drive  
Arvin, CA 93203

Dear APD Chief:

I am writing to invite you to a meeting about my school's safety plan. Haven Drive is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

**Location: Zoom**

<https://arvinschools.zoom.us/j/81098114355?pwd=LzJhaDNQMFdvcHNwaTN4UGw3OS9yZz09>

**Date: Tuesday, January 11, 2020**

**Time: 3:15- 4:15 pm**

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. If you would like to discuss these matters, you may also call me at my provided telephone number

Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

David Adamson, Vice Principal  
Telephone Number: (661) 854-6540  
dadamson@arvin-do.com  
Cc: School Safety plan binder

January 04, 2024

Olivia Trujillo, Mayor  
City Hall  
200 Campus Drive  
Arvin, CA 93203

Dear Mayor Trujillo:

I am writing to invite you to a meeting about my school's safety plan. Haven Drive is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

**Location: Zoom**

<https://arvinschools.zoom.us/j/81098114355?pwd=LzJhaDNQMFdvcHNwaTN4UGw3OS9yZz09>

**Date: Tuesday, January 11, 2020**

**Time: 3:15- 4:15 pm**

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. If you would like to discuss these matters, you may also call me at my provided telephone number

Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,


David Adamson, Vice Principal  
Telephone Number: (661) 854-6540  
dadamson@arvin-do.com  
Cc: School Safety plan binder

<b><u>HDMS</u> <u>Bulldogs:</u> <u>School</u> <u>Expectations</u></b>	<b><u>Be</u> <u>Prepared</u></b>	<b><u>Act</u> <u>Responsibly</u></b>	<b><u>Respect</u> <u>Others</u></b>	<b><u>Keep</u> <u>Safe</u></b>
<b><i>Classrooms</i></b>	*Bring Binder *Bring completed assignments	*Arrive on time *Use inside voice	*Raise your hand	*Walk into/out of class *stay seated
<b><i>Hallways</i></b>	*Allow yourself enough time to get to class on time	*Throw away trash in trash can *Walk with a purpose	*Keep hands to self *Use appropriate language *Keep voices down	*Keep to the right *Look where you walk *use the Sidewalk
<b><i>Cafeteria</i></b>	*Keep line moving *Pick up trays, milk, utensils in an orderly manner *Pick up required food items	*Unwanted food should be thrown in trash	*Clean up after you are done eating *Eat only from your own plate	*Wait calmly in line *Respect space of others
<b><i>Restrooms</i></b>	*Use restroom before/after school, during lunch, or between class *Get a pass from the teacher if during class	*Go, flush, wash, leave *Throw away trash	*Respect privacy *Use appropriate language	*Walk into/out of the restrooms
<b><i>Bus</i></b>	*Know emergency plan *Locate emergency exits	*Keep food/drink put away *Use your “inside” voice	*Keep hand to yourself *Share your seat	*Fasten seatbelt *Stay Seated *Keep hands in bus at all times
<b><i>Parking Lot</i></b>	*Be aware of cars *stay on the walkways	*Wait patiently for the gates to be opened	*Use appropriate language *Follow directions of supervisors	*Use the crosswalk *Stay off bikes/skateboards
<b><i>Yard</i></b>	*Report for team events if you have signed up *Listen for bell & be on time	*Throw away trash *Use appropriate voice	*Use appropriate language *Follow directions of supervisors	*Keep hands/feet to self *Stay off bikes/skateboards
<b><i>Gym</i></b>	*come with P.E. clothes *Participate in activities	*Change quickly *Site in roll call line	*Follow directions *Lockers are for P.E.	Keep hands/feet to yourself
<b><i>Library</i></b>	*Bring materials *Pay fines when they are owed	*Return books when due *Throw away trash *Keep food/drinks out	*Use library use *Use appropriate language	*Push in chairs *Keep hands/feet to self
<b><i>Office</i></b>	*Have pass in hand *Know reason for being in office	*Wait quietly/patiently *Hand pass to office staff	*Use appropriate voice *Use appropriate language	*Wait in line to use phone
<b><i>All Settings</i></b>	*Follow directions *Leave unnecessary personal items home *School ID handy *Have binder/supplies	*Accept responsibility for our actions *Follow dress code *Take care of school materials	*Keep your school clean *Use appropriate language *Speak appropriately to students/ staff	*Keep hands/feet to self

# SAFE SCHOOL AMBASSADO RS TRAINING

ANGELICA SALINAS  
COMMUNITY MATTERS/  
ARVIN UNION SCHOOL  
DISTRICT





*"We can change the world  
and make it a better  
place. It is in our hands  
to make a difference."  
- Nelson Mandela*

[WWW.RESILIENTSBLOG.CO](http://WWW.RESILIENTSBLOG.CO)

2021 Let's Go!

# Making a difference Together!

# AGENDA

***EQ: HOW CAN AMBASSADORS AS LEADERS OF THE SCHOOL SUPPORT A POSITIVE SCHOOL CLIMATE?***

TYPE YOUR NAME IN THE CHAT AND HOW MANY YEARS YOU HAVE BEEN AN AMBASSADOR?

- **WELCOME AND INTRODUCTIONS-**
- **THE PROBLEM:**
- **BULLYING, INTOLERANCE, MISTREATMENT, VIOLENCE AND CYBER BULLYING**
- **COMMUNICATION IS IMPORTANT**
- **NOTICE TYPES OF MISTREATMENT**
- **NOTICE CHILDREN'S BEHAVIOR-**
- **CREATE A CAMPAIGN**
- **TAKING ACTION-NOTICE THINK ACT! FOLLOW THROUGH!**

# WELCOME

## ***EQ: HOW CAN AMBASSADORS AS LEADERS OF THE SCHOOL SUPPORT A POSITIVE SCHOOL CLIMATE?***


Community Matters, a non profit organization, began its work in 1990. They developed SSA program in the year 2000.

***Focus on making schools safer, more respectful, more welcoming and friendly.*** Lets Focus on Handbook Pages 3-6

Sign Student Agreements – 3,2,1 (I'm in )



## CODE OF CONDUCT PAGE 27-28

- SSA AGREEMENTS:
  - BE RESPECTFUL
  - ENCOURAGE OTHERS
  - PARTICIPATE FULLY
  - BE OPEN TO COACHING AND FEEDBACK
  - CONFIDENTIALITY
- 

3,2,1.... "I AM IN"

## ANTI BULLY CONTRACT (policy)



- Not tolerated 100%
- Race, Gender, Age, Religion, Immigration Status



Physical



Verbal



Emotional/Social



Cyberbullying

# PAGE 3-6 HANDBOOK

- NOTICE, THINK, ACT, FOLLOW THROUGH
- ( PAGE 3)
- AGGRESSOR
- TARGET
- BY STANDER
- ***AMBASSADOR ACTIONS:***
- BALANCING- PUT UP A PUT DOWN AND GET ORGANIZED!
- SUPPORTING- SCHOOL CLIMATE!  
ENCOURAGE OTHERS! BE A FRIEND!
- REASONING – THE WHY?
- DISTRACTING- (FOCUS ON SKILLS)
- DIRECTING- JUST DO IT! DO THE RIGHT THING! BE FAIR!
- ACTIVE LISTENING – FIND POSITIVE WORDS  
PRACTICE USE OF;
- GETTING HELP-FIND AN ADULT!



# REVIEW ACTION S

---

30 second expert! Lets'  
Go

---

Listening is a ....SKILL

---

Ambassadors “ Say it  
loud! Say it Proud!” Look  
into Camera You speak  
Clearly

# NAME HISTORY

- HW: FAMILY ENGAGEMENT: ASK PARENTS WHO GAVE YOU YOUR NAME AND WHY!
- IN THE CHAT TYPE ONE POSITIVE WORD THAT DESCRIBES YOU!
- EXAMPLE: ADVENTUROUS “WHY” BECAUSE I LIKE TO TRAVEL AND BE SPONTANEOUS.

# PEOPLE BINGO- IN BREAK OUT ROOMS

LET'S GET TO KNOW EACH OTHER.

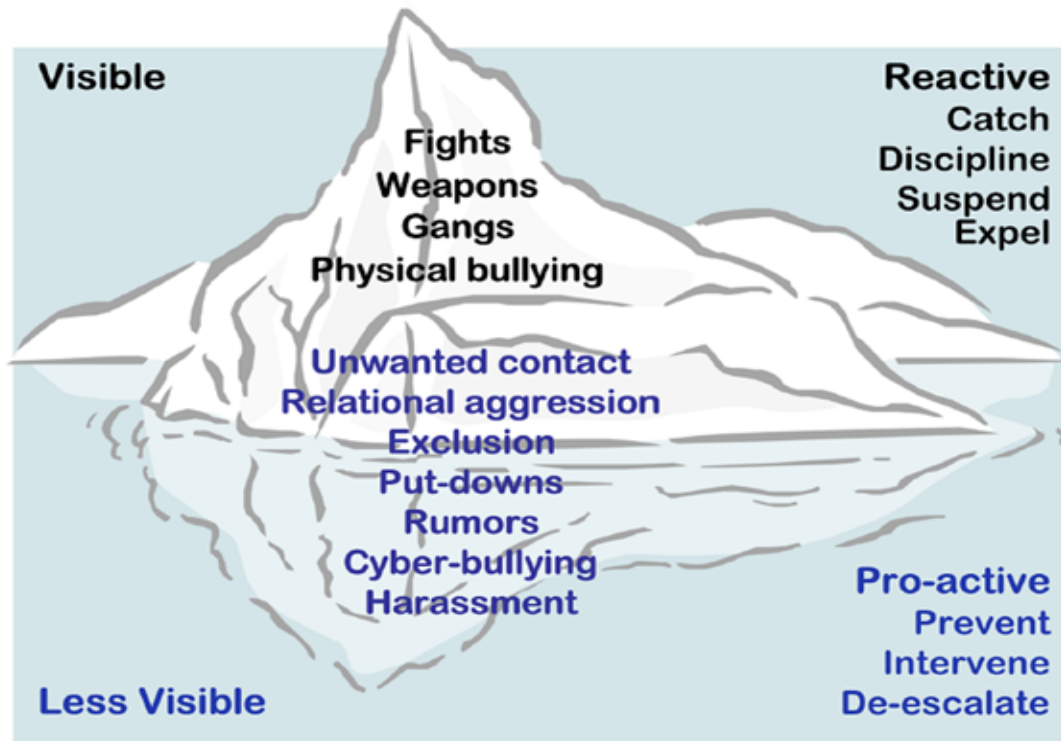
COM

R SKILL!

## Find someone who

loves to swim	can play a musical instrument	has the most letters in their last name	does not like broccoli	is afraid of spiders
has had stitches	is an only child	wakes up early	is a couch potato	can whistle
was born in January	drank coffee this morning	wears socks to bed	bites his/her fingernails	who has more than four siblings
has argued with a friend recently	...snores	has seen a snake in the wild	won a contest	has fainted or thrown up in public
enjoys maths	can use chopsticks	likes very spicy food	hasn't had breakfast today	watches more than one hour of TV every day

## Assessment of Mistreatment: The Problem



With an iceberg, most of its mass is under the water. Mistreatment is like an iceberg, where most of the adults only see what is 'above the waterline' – the obvious shove, the overt bullying, the fight that just couldn't wait until after school.

*Adults miss as much as 95% of the subtle but pervasive peer mistreatment that occurs daily*

And when adults see it, they typically respond or react by catching the person and disciplining, suspending or even expelling the aggressor (s). Above the water line is where most of us as parents and school staff spend our time. Below the water line in where we have an opportunity to intervene to prevent or de-escalate incidents.



# WHY ARE WE HERE? NOTICE

---

67% left out of activities

---

74% called names

---


46% hit or kicked

---

42% threatened

---

160,000 students stay home every  
day from school due to fear or  
intimidation



# AMBASSADOR ACTIONS REVIEW WHAT DO YOU KNOW?

---

Balancing- Put up a put Down and Get Organized!

---

Supporting- School Climate! Encourage others! Be a Friend!

---

Reasoning- get them to think

---

Distracting-get them to stop

---

Directing- Just Do It! Do the right thing! Be fair!  
(Tell them to stop)

---

Active Listening

---

Getting Help-Find an Adult!

# WHY ARE WE HERE NOW 2021?

## NOTICE

- NOT PARTICIPATING IN CLASS ACTIVITIES OR IN SERVICES OFFERED
- NOT COMPLETING ASSIGNMENTS: WHY?
- NOT ENGAGED/ NOT PARTICIPATING IN CLASS-
- FEEL THREATENED/ ARE AFRAID- ( WHY IS THE CAMERA OFF? I WONDER?)
- FEEL WORRIED
- HAVE EXPERIENCED MAJOR CHANGES DUE TO PANDEMIC
- \_\_\_\_ STUDENTS STAY HOME EVERY DAY FROM SCHOOL DUE TO WHAT? (FEAR OR INTIMIDATION) OF ONLINE CLASS INSTRUCTION- WHY? HOW DO WE CHANGE IT?

# HOW IS SSA DIFFERENT IN 2021 AND HOW IS IT THE SAME?

<i>Challenges in 2021</i> What do you <u>Notice</u> ? Why?	<i>Solutions in 2021</i> What can we do? <u>Think!</u> How? Why is it important?	How can we support the safe school in person and online digital learning platform?
<u>Notice!</u>	Think!	Act! Follow Through!

# COMMUNICATION IS IMPORTANT! FAMILY ENGAGEMENT HOMEWORK!

- STRENGTHEN YOUR RELATIONSHIP WITH YOUR FAMILY AND FRIENDS- ONE ADULT AND ONE PEER YOU TRUST
- COMMUNICATE WITH YOUR FAMILY/TEACHERS DAILY
- SPEND TIME DOING SOMETHING – THAT INSPIRES YOU
- USE ACTIVE LISTENING SKILLS- -
- ASK OPEN ENDED QUESTIONS-
- REVIEW SSA WITH PARENTS SIGN AND RETURN PERMISSIONS!~ CREATE A NAME COLLAGE TOGETHER AND UPLOAD YOUR DIGITAL FILE: YOU WILL RECEIVE A LINK TO HAVE A DIGITAL SIGNATURE IF YOU AGREE SIGN AND RETURN ONLINE. ( UPLOAD YOUR NAME COLLAGE – BE CREATIVE!)

# PROBLEM SOLVING



Practice , Teach , Model



Analyze problem



Generate solutions together




Evaluate Outcomes-What is safe and fair?

# PROMOTE RESPECTFUL BEHAVIOR

- BE RESPONSIBLE
- BE HEALTHY
- BE SAFE
- BE COURTEOUS

As and SSA, I will...  
Communicate  
Notice  
Take Action


<b>S</b> <i>Safety First</i>
<b>O</b> <i>Organized &amp; On Task</i>
<b>A</b> <i>Accept Responsibility</i>
<b>R</b> <i>Respecting Self and Others</i>

**PLAYGROUND** RULES/ EXPECTATIONS

**SIERRA VISTA COUGARS** 


**BE SAFE**

- Keep hands and feet to yourself
- Be aware of your surroundings



**BE RESPONSIBLE**

- Follow directions
- Use school approved equipment appropriately
- Stay in assigned areas



**BE RESPECTFUL**

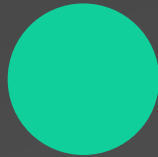
- Be kind
- Include others
- Use appropriate language



**BE READY 2 LEARN**

- Listen for whistle
- Freeze
- Line up





# STARTING OUT RIGHT

2021 Let's Go!

Inspiring Story told by Buddha (One minute Motivation) - Bing video

<https://www.youtube.com/watch?v=u-WUgVo4n3Y>

# HOMEWORK!

- WHAT IS OUR GOAL? ( WHAT IS YOUR COMMITMENT)
- WHERE DO WE START? WITH WHOM?
- AMBASSADOR ACTION! SUPPORTING SCHOOL CLIMATE!
- NEXT SSA GROUP FOCUS:
- HOMEWORK- NOTICE! WHAT DO YOU SEE! WRITE IT DOWN!
- NOTE ANY AMBASSADOR ACTION YOU PRACTICE

# UPCOMING DATES ELEMENTARY



**Safe School  
Ambassadors**

**SV Cougars Keeping  
Sierra Vista Elementary  
Safe  
Respectful  
Responsible  
Ready to Learn**

**TEAMS TRAINING MANDATORY**  
**SEPTEMBER 29TH 2021 | 3:00 PM**  
**OCTOBER 6TH 2021 3:00 PM**  
**NOVEMBER 3RD 2021 3:00 PM**  
**JANUARY 26TH 2022 3:00 PM**  
**FEBRUARY 23RD 2022 3:00 PM**  
**MARCH 16TH 2022 3:00 PM**

# BME DATES



# ECR DATES

- October 4
- November 1
- January 18
- February 15
- March 7

## SSA DATES

3:00-4:00 p.m.

Zoom link: Meeting ID: 725

532 9884

Passcode: ausd



QUESTIONS!

# • NEXT DATES! / HDMS

## HDMS SSA DATES

- **October 7**
- **November 4**
- **January 27**
- **February 24**
- **March 15**

3:00-4:00 p.m.  
Zoom link: Meeting ID: 725 532 9884  
Passcode: ausd



# Threat Assessment and 5150 Procedures

**5150 Procedure Checklist**

THIS INFORMATION IS STRICTLY CONFIDENTIAL AND WILL NOT BE PLACED IN STUDENT CUME RECORDS

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

1. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM**

Completed by: \_\_\_ Psych \_\_\_ SRO/Law Enforcement (LE) \_\_\_ Social Services Worker (SSW) \_\_\_ Counselor \_\_\_ Other \_\_\_\_\_

\_\_\_ If you find 5150 Potential, contact:  
\_\_\_ Parent/Guardian, and \_\_\_ SRO/Law Enforcement (LE)  
\_\_\_ AUSD Release of Info.  
\_\_\_ KCDCFS Release of information, if applicable

\_\_\_ If you find NO 5150 Potential,  
\_\_\_ Contact parent \_\_\_ Referrer for Counseling Services  
**End of formal assessment**  
\_\_\_ Information shared with Administration

2. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM to LAW ENFORCEMENT IF 5150 POTENTIAL**

\_\_\_ LE CONSULTS with Psych/SRO/SSW/COUNSELOR OR/OTHER  
\_\_\_ LE assesses for 5150

\_\_\_ LE ATTEMPTS INTERVENTION

Name(s)/Title: \_\_\_\_\_

\_\_\_ 5150 DETERMINED,  
\_\_\_ Psych/SRO/SSW/Counselor/Other  
\_\_\_ Psych/SRO/SSW/Counselor/Other notifies Site Administrator who  
will complete **Removal of Student Form** and make **Incident Report**  
and copy: Assistant Superintendent & Psych Services

\_\_\_ NO 5150 DETERMINATION  
\_\_\_ LE CONSULTS with Psych/SSW/ Counselor/Other regarding  
Student Wellness Plan  
\_\_\_ A Student Wellness Team\* meets and develops a Student Wellness Plan to  
be placed in the 5150 Folder with the Site Administrator

☐ In DISPUTED 5150 CASES, AUSD Assistant Superintendent, or Designee will be called in to MEDIATE, 854-6512, and/or  
Jennifer Bowling, AUSD Psychologist/Crisis Coordinator may be called in to CONSULT, 854-6534

3. ☐ **FOLLOW-UP**

\_\_\_ LE notifies Site Administrator and Referring Professional of 5150 discharge (whenever possible)  
\_\_\_ Student Wellness Team\* meeting is called by \_\_\_ Psych \_\_\_ SAP \_\_\_ SSW \_\_\_ Counselor \_\_\_ Other  
\_\_\_ Before and/or \_\_\_ After an AUSD student returns from 5150 Date of SWT: \_\_\_\_\_  
\_\_\_ Student Wellness Plan Developed:  
\_\_\_ (1) Safety/Educational Plan  
\_\_\_ (2) Mental Health Plan  
\_\_\_ (Special Education Only) IEP Scheduled Date: \_\_\_\_\_  
\_\_\_ Completed \_\_\_ Shared with appropriate parties  
\_\_\_ Student Wellness Plan/Release of information form placed in 5150 folder with Site Administrator  
\_\_\_ Psych/SAP/SSW/Counselor/Other keeps copy of: Student Wellness Plan, Checklist, High Risk Assessment Form, and Release of Information

\*A Student Wellness Team minimally includes: Referring Professional, site administrator, parent/guardian, student, and may include Teacher, SRO/LE, Psychologist, Counselor, Vice Principal, SAP, SSW, Nurse, Mental Health Workers, Clinica Sierra Vista, Kern County Mental Health, private providers and/or others.

**Comprehensive Youth Services/Arvin Union School District**  
**Assessment of High Risk Areas**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_  
 (Give a copy of this form to: SRO/Law Enforcement)

SCHOOL \_\_\_\_\_ ADMINISTRATOR \_\_\_\_\_ PHONE \_\_\_\_\_

Completed by Referring Professional: \_\_\_\_\_ Title \_\_\_\_\_  
 (SIGNATURE)

Referrer's Phone \_\_\_\_\_ Cell \_\_\_\_\_

Suicide Risk: \_\_\_\_\_ Denied \_\_\_\_\_

Ideation \_\_\_\_\_ Current \_\_\_\_\_ Most Recent \_\_\_\_\_ Onset \_\_\_\_\_ Frequency \_\_\_\_\_  
 Prior Attempts Method \_\_\_\_\_ Most Recent \_\_\_\_\_ Known? \_\_\_\_\_  
 Intent \_\_\_\_\_ Plan \_\_\_\_\_ Means \_\_\_\_\_ Other's Suicide \_\_\_\_\_  
 Self-Mutilation. \_\_\_\_\_ Method \_\_\_\_\_ Most Recent \_\_\_\_\_ Onset \_\_\_\_\_ Frequency \_\_\_\_\_  
 Contributing Factors: \_\_\_\_\_  
 Hospitalizations/Holds: \_\_\_\_\_  
 Add'l Info/Reason for Referral: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1

---

[illegible]

☐ Sad/Irritable/Angry/Withdrawn      ☐ Insomnia/Hypersomnia      ☐ Fatigue/Loss of Energy  
☐ Diminished Interest      ☐ Psychomotor Agitation/Retardation      ☐ Feelings of Worthlessness/Guilt  
☐ Weight Loss/Gain      ☐ Inability to Concentrate      ☐ Recurrent Thoughts of Death/Suicide

Family Mental Health History: Unknown \_\_\_\_\_ Denied \_\_\_\_\_  
Relation \_\_\_\_\_ Diagnosis \_\_\_\_\_

Wellness/Safety Plan *Required* \_\_\_\_\_ Referred to Dr. \_\_\_\_\_ Ref'd Psych Eval \_\_\_\_\_ Ref'd Med Eval \_\_\_\_\_ Other \_\_\_\_\_  
 Phoned/Met Parent \_\_\_\_\_ Crisis Mgt Info \_\_\_\_\_ Student WellnessTeam \_\_\_\_\_ Law Enforcement \_\_\_\_\_ Clinca Sierra Vista \_\_\_\_\_ KC Mental Health \_\_\_\_\_ Sp. Ed/504 \_\_\_\_\_  
 Add'l Info: \_\_\_\_\_

CONFIDENTIAL

**REMOVAL OF STUDENT FROM SCHOOL  
DURING SCHOOL HOURS**

The student was removed from \_\_\_\_\_ School during school hours by \_\_\_\_\_  
(School) (Department) (Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR 5145.11)

\_\_\_\_\_  
(Student's Name) (Birthdate) (Age)

\_\_\_\_\_  
(Parent/Guardian's Name) (Address) (Phone)

1. \_\_\_\_\_  
(Facility and address where child was taken)

2. Name of Peace Officer \_\_\_\_\_ Badge No. \_\_\_\_\_

3. Mental Health/Law Enforcement Agency \_\_\_\_\_

4. **Basis for action (check one)**

- ☐ Section 836 – Penal Code (Arrest without warrant)
- ☐ Warrant for arrest
- ☐ Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
- ☐ Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
- ☐ Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
- ☐ With express permission of parent
- ☐ In case of emergency when parent cannot be reached
- ☐ In case of emergency when rights of one of the persons involved might otherwise be seriously impaired (such as child abuse investigation)

5. Parent notified by \_\_\_\_\_ of the removal and place where student taken. **\*Except in child abuse investigation**  
Date \_\_\_\_\_ Time \_\_\_\_\_ Means \_\_\_\_\_

Superintendent/Designee Notified and written report submitted by \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_\_\_  
Signature of Principal/Designee Date/Time

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**\*E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

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## **“Three in One” Drill Script**

To be exercised at sites monthly, however, certain months can focus on specific drills as needed (for example, reverse lock-down, playground evacuation, lunchtime scenarios, etc.)

It is recommended that you schedule 1-2 drills per year with our SRO/law enforcement responding/on site to observe process and debrief.

***Over the Intercom, please say:***

**“Students, staff and visitors this is Mrs./Ms./Mr. \_\_\_\_\_. In 60 seconds we will conduct a Lockdown, Drop & Cover, Evacuation Drill. This is only a drill.”**

***(Repeat every 15 seconds)***

**“Students, staff and visitors, in 45...30...15 seconds we will conduct a Lockdown, Drop & Cover, Evacuation Drill. This is only a drill.”**

***(At 60 seconds say)***

**“Students, staff and visitors lockdown now, turn off lights, close blinds. Assume a drop & cover position by dropping to your knees and taking cover under a table or desk. Protect your head with your arms and with your backs toward windows. Be silent and stand by for approximately the next 5-10 minutes. Drop & cover are appropriate actions to take in case of a lockdown or earthquake. This is only a drill.”**

Deploy observers (school site lock-down team, SRO, other law enforcement, fire dept. etc. to check doors). Direct a District Office call to notify of drill, or in case of a real lock-down situation, to notify of situation.

***Simultaneously announce the following...***

**“Students, staff and visitors, we are currently conducting a Lockdown, Drop & Cover, Evacuation drill for the next 5-10 minutes. Please remain silent. This is only a drill.”**

***(Repeat once every minute until all doors are checked)***

***(If more time is needed to check doors say)*** **“Students, staff and visitors we are currently conducting a Lockdown, Drop & Cover, Evacuation drill. Please stand by.”**

*(Once all doors have been checked say...)*

**“Students, staff and visitors in a real lockdown do not open your doors and evacuate until law enforcement opens the door and releases you. We will now practice for a fire. Upon hearing the fire alarm please evacuate to your assembly area”.**

***(Evacuate everyone to the assembly area. Complete student, staff and visitor accountability. Deploy response teams. Return to class)***

**Special Note: Only lock doors that provide access to students, staff and visitors. Do not jeopardize staff by directing them to lock doors that do not provide access to students, staff and visitors such as exterior closets, utility rooms or empty rest rooms.**

### **After Action Reporting/Corrective Action Plan**

It is recommended that drills be followed by a debriefing to discuss:

1. What went well?
2. What can be done differently? (Next steps for continuous improvement)
3. Establish date of next drill.

### **Post-Drill Message to Students and Staff**

(To be announced at end of the day or first thing the next morning)

**“Students and staff this is Ms. Mrs. or Mr. \_\_\_\_\_. I want to commend you for (something they did well) during the drill. Next time we will need to (something that needs to be done differently). If a real lockdown is announced when you are not in class, listen to the adults around you and follow all directions given. Find a room you can lock yourselves and others into such as the \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_. Turn off all lights and close the blinds. Call 911 if you can and assume a drop & cover position and remain silent. Do not open the door until law enforcement opens the door and releases you.**

**P.E. teachers: If you and your students are close to an open room, get inside and lockdown. If you are far from the closest room - evacuate to the off campus assembly area, take cover and call 911 if you can.”**

Finally, you will always be informed of an upcoming drill one day in advance or on the day of the drill. If you are ever directed to lockdown and no prior drill notification was given you must assume the lockdown is real. Thank you

### **Post-Drill Message to Parents**

“Parents this is a 60 second message from Ms. Mrs. or Mr. at \_\_\_\_\_ School. Today our school conducted an emergency drill as part of our effort to keep students and staff safe and prepared. If this had been a real emergency requiring reunification of students and parents the reunification process on or off campus would require the following:

1. Students will only be released to parents or individuals listed on a student’s emergency card.
2. Parents or individuals listed on the student’s emergency card that are not recognized by school staff will be required to show picture identification.
3. After proper identification, parents or individuals listed on the student’s emergency card will be required to sign out their student(s).
4. Next destination of student(s) will be requested in case the other parent and/or guardian arrives later to sign out the student(s). Thank you

### **Post-Drill Message to Parents - (Spanish)**

Estimados Padres y Madres,  
Esto es un mensaje de \_\_\_\_ segundos de la escuela \_\_\_\_\_. Hoy fue dirigido un entrenamiento de emergencia como parte de nuestros esfuerzos para promover la seguridad de nuestros alumnos y empleados. Si esto hubiera sido una emergencia real el procedimiento de reunificación entre alumnos y sus familias en la escuela o en otro sitio alternativo requiere lo siguiente:

**1. Alumnos solamente seran liberados a personas indicadas en su tarjeta de emergencia.**

**2. Individuos que no son reconocidos por empleados de la escuela necesitan mostrar indentificacion fotografico.**

**4. Se requiere la firma de la persona recogiendo el alumno.**



**4. Se les va pedir su proximo destino en caso de que otra persona venga a recoger el alumno y no se pueda comunicar con la primera persona. Muchas Gracias**

# Comprehensive School Safety Plan SB 187 Compliance Document

**2021-2022  
School Year**

**School:** Haven Drive Middle School  
**CDS Code:** 15-63313-6008817  
**District:** Arvin Union School District  
**Address:** 341 Haven Drive  
Arvin CA, 93203  
**Date of Adoption:** February 15, 2022

**Approved by:**

Name	Title	Signature	Date
Calletano Gutierrez	Principal		1/11/2022
Spencer Ngugen	SSC President		1/11/22