

Comprehensive School Safety Plan 2024-2025



Desert Mirage High School
**Coachella Valley Unified School
District**

Elizabeth Sotelo, Principal
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A meeting for public input was held on

Plan Approved by School Site Council

Plan to be submitted for Coachella Valley Unified School District for
review and approval _____

This document is available for public inspection during regular business hours at
CVUSD/ Office of Child Welfare & Attendance and all School Sites.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Desert Mirage High School
Comprehensive School Safety Plan- Signature Page**

2024/2025

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

| | |
|---------------------------------------|------|
| Principal's Name, Principal Signature | Date |
|---------------------------------------|------|

| | |
|--|------|
| Teacher's Name, Certificated Union Site Representative Signature | Date |
|--|------|

| | |
|---|------|
| Classified's Name, Classified Union Site Representative Signature | Date |
|---|------|

| | |
|---------------------------------|------|
| Parent's Name, Parent Signature | Date |
|---------------------------------|------|

| | |
|-----------------------------------|------|
| Student's Name, Student Signature | Date |
|-----------------------------------|------|

| | |
|---------------------------------|------|
| Name, Fire Department Signature | Date |
|---------------------------------|------|

| | |
|--|------|
| Name, Law Enforcement Representative Signature | Date |
|--|------|

| | |
|------------------------------|------|
| Name, Other Title (Optional) | Date |
|------------------------------|------|

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Comprehensive Safe School Plan

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

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

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

The historical requirement of the Comprehensive School Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislature 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
- Suspensions and expulsion policies
- 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
- Procedures for conducting tactical response

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 Coachella Valley Unified School District Website and at the school site office.

Safety Plan Mission

Through the ongoing collaboration and refinement, Desert Mirage High School strives to prepare all students to be lifelong learners, with the necessary skills to be college and career ready so that they may become productive members of society.

Components of the Comprehensive School Safety Plan (EC 32282)

Desert Mirage High School Safety Committee

Assessment of School Safety

- Office referrals
- Suspension/Expulsion Data
- School Improvement Plans
- Attendance
- Panorama/Thought Exchange Surveys

Information is shared with stakeholders and SSC on a yearly basis, as it becomes available.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282, items A-J)

Strategies, Services and Programs are continually being, trained, revisited and modified in order to provide and maintain a high level of safety.

- Raptor EMS System- Drills, Identification, and reunification.
- A.L.I.C.E.
- Transformational Justice Model
- Sprigeo.com
- Mental Health Therapist
- Keenan Safe Schools Employee training and assessments
 - Mandated /Child Abuse Reporting
 - Sexual Harassment and reporting
- Professional Development provided for programs and procedures in place.

Child Abuse Reporting Procedures

Desert Mirage High School adheres to state law and district policy making all employees of this school district Mandated Reporters. Per CVUSD Board Policy 5141.4 all employees are required to complete and pass mandated AB 1432 online training provided through the CVUSD Risk Management Office. Employees have access to the Suspected Child Abuse Reporting form through administrative offices and are provided the phone number to the Riverside County Office of Child Protective Services as well as the fax number to those offices.

IMPORTANT NOTE: With the passage of [AB 1432](#) in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the [online training module](#) provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in [Penal Code 11165.7](#), on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

Upon receiving any knowledge of possible issues of neglect or abuse, employees are required to complete Riverside County Suspected Child Abuse Reporting form SS 8572, to call Child Protective Services with information, and fax a copy of form SS8572 to CPS. Desert Mirage administration will provide guidance to staff in completing these responsibilities, but the first person to become acquainted with possible neglect or abuse is the Mandated Reporter.



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

Print Form

Clear Form

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

CASE NAME: _____

CASE NUMBER: _____

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

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

Disaster Response Procedures

Desert Mirage High School, in collaboration with the Riverside County Sheriff's Department and CVUSD, has developed a plan for responding to emergency and disaster situations in and around the school.

INSERT DISASTER PREPAREDNESS PLAN AND EMERGENCY PROCEDURES, INCLUDING EARTHQUAKE EMERGENCY PROCEDURES AND PROCEDURES TO ALLOW THE USE OF SCHOOL FACILITIES FOR MASS CARE AND WELFARE SHELTERS DURING DISASTERS OR OTHER EMERGENCIES.

Plans shall address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

EMERGENCY

OATH OR AFFIRMATION

Coachella Valley Unified School District – Administrative Regulation 4112.3

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

Government Code – 3100

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

(Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

Coachella Valley Unified School District - Board Policy 3516

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

Summary of Revisions Made on 2/26/2024

All Sections: Added introduction pages to each of the plan sections.

Section E – Sexual Harassment: Title changed to “Discrimination & Harassment” to reflect the language in EC 32282(a)(2)(E).

Section F – Dress Code: Included guidance on Education Code 35183.

Section H – Safe & Orderly Environment: Revised & added templates for Goal Setting and Major Activity Timelines.

Section G – Safe Ingress & Egress: Revised the introduction page to provide additional guidance on the elements that should be included in this section and items that should be considered to be “tactical information.”

Section I – Rules and Procedures on School Discipline: Revised the guidance on this section. This section focuses on the rules specific to your school site. If these rules exist, they should be created in accordance with EC 35291 & 35291.5.

Section J – Hate Crime Reporting: We are unable to find any statutory requirement that this section be included in the plan. After conferring with the CDE, we have made this section of the plan optional.

Section K – Procedures for Receiving & Responding to Complaints of Bullying: Education Code 234.1 requires districts to have the Board adopted policies and procedures for receiving and investigation complaints of bullying. Inclusion of this policy in the CSSP is not required, so we have made this an optional section in our template.

Addendum – Added an adaptation of the CDE’s Self-Monitoring Tool to the end of the CSSP template. This tool can be used to verify that your plan meets all of the statutory requirements. It can also be included in the report as evidence.

2024-2025
Coachella Valley Unified School District EMERGENCY PLAN

| |
|---|
| <p style="text-align: center;">Coachella Valley Unified School District Governing Board Joey Acuna Jr, President Jocelyn Vargas, Vice President Silvia Paz, Clerk Jesus Gonzalez., Trustee Trinidad Arredondo, Trustee Valerie Garcia, Trustee , DM Student Trustee , CV Student Trustee , WS Student Trustee</p> |
|---|

KEY DISTRICT EMERGENCY NUMBERS

| Office/Department | Phone Number |
|---------------------------------|----------------|
| Superintendent's Office | 1-760-848-1166 |
| District Security | 1-760-848-1928 |
| Child Nutrition | 1-760-848-1077 |
| Information Technology Services | 1-760-848-1172 |
| Maintenance & Operations | 1-760-848-1873 |
| Special Education | 1-760-848-1200 |
| Child Welfare & Attendance | 1-760-848-1159 |
| Transportation | 1-760-399-5127 |

EMERGENCY TELEPHONE NUMBERS

| EMERGENCY | | 911 |
|--|--|---------------------|
| LAW ENFORCEMENT | | Phone |
| If more than one agency serves your area list each in alpha order in a separate box below. | | |
| 86625 Airport Blvd., Thermal, CA 92274 | | 760-836-3215 |
| FIRE | | Phone |
| If more than one agency serves your area list each in alpha order in a separate box below. | | |
| 86911 58th Ave, Thermal ,CA 92274 | | 760-399-5303 |
| 1377 6th Street, Coachella, CA 92236 | | 760-398-8895 |
| HOSPITALS | Address | Phone |
| Eisenhower Medical Center | 39000 Bob Hope Drive, Rancho Mirage,. CA 92211 | 760-340-3911 |
| Loma Linda University Healthcare | 41990 Cook St., Unit F Palm Desert, CA 92211 | 760-341-5570 |
| JFK Memorial Hospital | 47111 Monroe St., Indio, CA 92201 | 760-347-6191 |
| Desert Regional Hospital | 1150 N.Indian Canyon Dr, Palm Springs, CA 92262 | 760-323-6511 |
| OTHER SERVICES | | |
| Animal Control | | 760-343-3644 |
| Poison Control | | 800-222-1222 |
| Ferrellgas | | 760-399-5441 |
| Riverside County Environmental Health | | 951-766-2824 |
| Imperial Irrigation District | | 760-391-5900 |
| Riverside County Hazardous Materials and Waste | | 888-722-4234 |
| Riverside County Public Health and Human Services | | 951-358-5000 |
| Riverside County Office of Education | | 760-863-3000 |
| Riverside. County Office of Emergency Services | | 800-633-2836 |
| Sewer | | 760-398-2651 |
| Water | | 760-398-2651 |

DISTRICT ADMINISTRATION PHONE NUMBERS

| POSITION | NAME | OFFICE PHONE | CELL PHONE |
|--|----------------------|--------------|--------------|
| Superintendent | Dr. Frances Esparza | 760-848-1166 | |
| Director of Student Support Services | Julisa Hernandez | 790-848-1159 | 760-578-4893 |
| Director of Security | Gustavo Paiz | 760-848-1928 | 760-574-2393 |
| Asst. Supt Human Resources | Dr. Monica Makiewicz | 760-848-1091 | |
| Interim Director, HR Certificated | Sumer Martinez | 760-848-1149 | |
| Director, HR Classified | Cindy Maldonado | 760-848-1093 | |
| Director of Title IX & Compliance | Maria McLeod | 760-848-1081 | |
| Director of Risk Management | Lawrence Luna | 760-848-1108 | |
| Asst. Supt Business Services | Mayela Salcedo | 760-848-1007 | |
| Director of Budgets | Ana Alvarado | 760-848-1048 | |
| Director Fiscal Services | Vacant | 760-848-1158 | |
| Director, Nutrition Services | Carlos Murta | 760-848-1077 | |
| Director Purchasing and Warehouse | Randy Marroquin | 760-848-1105 | |
| Director of Facilities, Dev & Planning | David Baucom | 760-848-1872 | |
| Director, Maintenance & Operations | Baker Alloush | 760-848-1873 | |
| Director, Transportation | Steve Everson | 760-848-1854 | |
| Asst. Supt. Ed Services | Julisa Hernandez | 760-848-1118 | |
| Senior Director, Elementary Ed | Karina De La Pena | 760-848-1096 | |
| Senior Director, Secondary Education | Socorro Sanchez | 760-848-1031 | |
| Director, State & Federal Programs | Karen Pentony | 760-848-1253 | |
| Director of Special Ed | Robert Nichols | 760-848-1200 | |
| Director Technology Systems | Israel Oliveros | 760-848-1172 | |
| Director of EXLP | Beatriz Gonzalez | 760-848-1005 | |
| Director of College & Career | Marie Perotti | 760-848-1031 | |

SITE LEADERS PHONE NUMBERS

| POSITION | NAME | OFFICE PHONE | CELL PHONE |
|---------------------|-----------------------|--------------|--------------|
| Principal | Elizabeth Sotelo | 760-848-1390 | 760-501-6844 |
| Assistant Principal | Gustavo Sandoval | 760-848-1419 | 760-497-6498 |
| Assistant Principal | Alicia Zamorano-Nunez | 760-848-1413 | 760-578-2126 |
| Assistant Principal | Gladys M. Young | 760-848-1418 | 760-285-6203 |
| Assistant Principal | James Stotlar | 760-848-1393 | 760-457-6222 |
| Assistant Principal | Charles Lobo | 760-848-1418 | |

DESERT MIRAGE HIGH SCHOOL
86-150 AVENUE 66, THERMAL, CALIFORNIA 92274
(760) 397-2255

STAFF PHONE LIST

(This information will be used only during a school emergency)

| Employee Name | Room # | Subject/Position | Extension |
|-------------------------|---------------|--------------------------------|------------------|
| Elizabeth Sotelo | A1-105 | Principal | 8691390 |
| Soledad Saldana | A1-105 | Principal's Secretary | 8691404 |
| Michael Parra | A1 | Office Technician | 8691400 |
| Aceves, Jesus | | AMCustodian/Maintenance | |
| Aguiar, Monica | | Para-Educator Sp. Ed. | |
| Aguilar, Ramiro | H2-107 | Teacher | 8692107 |
| Alvarez, Peter | H1-112 | SOCIAL STUDIES | 8697112 |
| Alvarez, Jose | A1 | College & Career Specialist | 8691384 |
| Amador, Ray | H4-114 | Wellness Center | 8694114 |
| Aragon, Jose | H1-127 | Para-Educator Sp. Ed. | 8691127 |
| Archuleta, Guy Brian | | Mod/Serve Para | |
| Arriaga, Dali | H2-123 | Para-Educator Sp. Ed. | 8697108 |
| Armenta, Anais | H13 | Cafeteria | 8691380 |
| Ariosa, Diana | A1 | SPED Psychologist | |
| Asberry, Dwight | H14-117 | BAND | 8691002 |
| Ausman, Brett | H7-101/PE | H7-101/ PE | 8691004 |
| Baca, Philip | H5-122 | Art | 8695122 |
| Barajas, Wendy | H8-107 | Para-Educator Sp.Ed. | 8698107 |
| Barbic, Merle | H1-110 | SOCIAL STUDIES | 8691127 |
| Beltran, Cristina | H13 | Cafeteria | 8691380 |
| Berriozabal,Mirka | H13 | Cafeteria | 8691380 |
| Blackmon, Maria | H4-104 | MATH | 8691404 |
| Braham, Donald | H1-114 | Para-Educator Sp.Ed. | 8691114 |
| Ferro,Olga | H4-119 | FOREIGN LANG. | 8694119 |
| Bustamante, Rosa | H4-116 | Teacher | 8694116 |
| Caballero, Angel | A1 | Latino Commision Mental Health | 8691398 |
| Camarena, Maria | H2-121 | Para-Educator Sp. Ed. | 8692121 |
| Campos,Jacqueline | A1 | Counselor | 8691416 |
| Cano, Alejandra | H4-116 | Para-Educator Sp.Ed. | 8694116 |
| Carlos, Brenda | | Para -Educator | |
| Casarez, Ruth | Library | IMA | 8691405 |
| Castro, Josue | P5 | Teacher | 8692005 |

| | | | |
|-----------------------------|--------|-----------------------------------|----------|
| Celedon Bernal, Alexa | A1 | ELSA | 8691385 |
| Celedon, Noemi | H6-107 | Para-Educator Sp.Ed. | 8696107 |
| Centeno, Kristy | | Mode/Severe | |
| Cervera, Alfredo | H4-127 | Athletic Secretary | 8691395 |
| Chapa, Maricela | H2-110 | MATH | 8692110 |
| Chavez, Jorge | H-11 | PE | 8691004 |
| Chino Fuerte, Isabel | H6-102 | Teacher | 8696102 |
| Clark, Angelina | H1-128 | SP ED | 8691128 |
| Contreras, Arthur | H6-107 | Teacher | 8696107 |
| Cumplido, Sandra | H1-105 | ENGLISH | 8691102 |
| Cutchin, Marcia | H5-129 | ART | 8695129 |
| Dabbs, Kristin | H8-108 | SCIENCE | 8696108 |
| Dallosta, Anna | H1-121 | SP. ED. | 8691121 |
| Davis, Matthew | H5-104 | CTE/HEALTH ACADEMY | 8695104 |
| Delgado, Alicia | H13 | Cafeteria | 8691380 |
| Delgado, Vanessa | H13 | Cafeteria | 8691380 |
| Ceja,Sergio | H4-126 | FOREIGN LANG. | 8694126 |
| De la Pena, Maria | H1-121 | Para-Educator Sp.Ed. | 8691121 |
| De La Torre,Cecilia | A1 | Parent Liaison | 869-1387 |
| Diaz, Andres | | Para-Educator Sp .Ed | |
| Dimas,Jenny | H13 | Cafeteria | 8691380 |
| Duarte, Denise | A1 | Attendance Clerk | 8691396 |
| Duarte, Arlene | H1-123 | Para-Educator Sp. Ed. | 8691123 |
| Ellingson, Derek | H5-113 | CTE | 8695113 |
| Espejo, Salvador | H7-107 | SP.ED. | 8697107 |
| Espinoza, Julissa | H5-118 | AUTISM | 8695118 |
| IEP Room | H4-121 | | 8694121 |
| Figueroa, Mario | H2-124 | ENGLISH | 8692124 |
| Flores, Araida | H4-118 | SPANISH | 8694118 |
| Flores, Jasmine | H13 | Cafeteria | 8691380 |
| Flores, Jessica | P2 | Teacher | 8692002 |
| Fonseca Garcia, Gabriela | H4-114 | Behavior Intervention | 8694114 |
| Garcia, Yolanda | H13 | Cafeteria | 8691380 |
| Galindo, Miriam | A133 | Latino Commision Mental Health | 8691409 |
| Gaytan, Gloria | A1 | Counselor | 8691414 |
| Gilbert, Kristin | H2-102 | ENGLISH | 8692102 |
| Gomez, Celsa | H2-123 | Para-Educator Sp. Ed. | 8692123 |
| Gonzalez, Amy | PE | Teacher | 8691003 |
| Gonzalez, Bernardina | A1-167 | Counselor | 8691412 |
| Gonzalez, Johnny | H2-119 | ENGLISH | 8692119 |
| Gonzalez, Laura | H7-108 | Para-Educator Sp.Ed. | 8697108 |
| Gonzalez, Noe | Campus | Campus Security | 8691402 |
| Gonzalez, Victor | H1-111 | Social Studies | 8691111 |
| Gonzalez, Viviana | Campus | Campus Security | 8691402 |

| | | | |
|--------------------------|------------------------|-----------------------------------|----------------|
| Guerrero, Jose | A1 | Latino Commision Substance Abuse | 8691386 |
| Gutierrez, Eldy | | General Ed Aide | |
| Gutierrez, Francia | H2-127 | Special Ed | 8692127 |
| Guzman,Alia | H6-101 | Science | 8696101 |
| Hernandez, Raquel | H7-107 | Para-Educator Sp.Ed. | 8697107 |
| Halberstadt, Vanessa | H8-107 | Teacher | 8691123 |
| Hathaway,Karen | H5-104 | Para-Educator Sp.Ed. | 8695104 |
| Hernandez, Guadalupe | H13 | Cafeteria | 8691380 |
| Hernandez, Nancy | H13 | Cafeteria | 8691380 |
| Herrera, Elizabeth | H13 | Cafeteria | 8691380 |
| Herrera, Raul | | Custodian I | |
| Higuera, Ricardo | H1-109 | SOCIAL SCIENCE | 8691109 |
| Huggins, Jack | H3-109 | CTE | 869-3109 |
| Hurtado, Maria Elizabeth | | General Ed Aide | |
| Huerta Pina, Cinthia | H5-114 | Para-Educator Sp.Ed. | 8695114 |
| Hurtado, Paulina | Counseling | Counseling Administrative Asst. | 8691399 |
| Jaimes, Claudia | H13 | Cafeteria | 8691380 |
| Jaime, Victoria | | MOD/Serve | |
| Jimenez, Ulises | H2-128 | Teacher | 8692128 |
| Kebjah, Cyrine | H7-102 | Teacher | 8697102 |
| Khadka Otis, Ranjita | H4-102 | Teacher | 8694102 |
| Krepps, Matt | H3-108 | Green Academy | 8693108 |
| Lara, Ericka | H13 | Cafeteria | 8691380 |
| Lam, Nancy | H4-116 | Para-Educator Sp.Ed. | 8694116 |
| Leon, Gustavo | H2-110 | Para-Educator Sp.Ed. | 8692110 |
| Lopez, Brenda | H1-104 | ENGLISH | 8691104 |
| Lopez, Jose | H2-111 | Teacher | 8692111 |
| Lopez, Maricruz | H13 | Cafeteria | 8691380 |
| Lopez, Victor | | Custodian I | |
| Lutz, Michelle | H10 | Swim | 8691005 |
| MacDhubhain, Alanna | H4-12, 109 | ASB Director | 8694109 |
| Marler, Jeremy | H7-108 | SP.ED. | 8697108 |
| Marquez, Brenda | H8-102 | SCIENCE/CHEMISTRY | 8698102 |
| Mattson, Peter | H1-114 | SOCIAL SCIENCE | 8691114 |
| McDaniel, Janell | H4-114 | Wellness Center | 8694114 |
| McNeal-Payne, Jamette | A212 | Bilingual Psychologist Technician | 8691411 |
| Medina, Sylvia | H13 | Cafeteria | 8691380 |
| Vacancy | | PM Custodian/Maintenance | |
| Mendoza Soto, Jocelyn | H2-106 | Teacher | 8692106 |
| Mendoza, Susana | H5-114 | SP ED | 8695114 |
| Vacant | H4-106 | MATH | 8694106 |
| Mohammadi, Robert | H5-SafetyOffice | Assistant Principal | 8691418 |
| Montez, Melissa | A1 | College & Career Secretary | 8691381 |
| Montes, Nereida | P9 | Teacher | 8692009 |

| | | | |
|---------------------------------|---------|----------------------------------|--------------|
| Moore, Chris | H1-127 | SP ED | 8691127 |
| Morales, Jeanette | | Para-Educator Sp.Ed | |
| Morales, Maria | | Para -Educator Sp.Ed | |
| Mourhess, Scott | H4-112 | AVIATION | 8694112 |
| Perez Alvarez.E | H1-119 | ENGLISH | 8691119 |
| Nava, Orlando | A1-173 | Migrant Services | 8691382 |
| Nunez, Joel | Pool | Lifeguard | 8691005 |
| Nunez, Noel | A1 | Health Office Technician | 8691406 |
| Olague, Tisha | | Para-Educator Sp.Ed | |
| Oliveros, Narahim | | Para Educator Sp.Ed | |
| Ontiveros, Diana | H4-109 | ASB Clerk | 8691392 |
| Ortiz, Amalia | H1-124 | Teacher | 8691124 |
| Ortiz, Richard | H5-124 | CERAMICS | 8695124 |
| Palos, Jesse | Campus | Campus Security | 8691402 |
| Parra, Jimmy | Library | IMA | 869-140 5 |
| Pass, Howard | H4-101 | MATH | 8694101 |
| Pavia, Jennifer | H14-123 | PE/DANCE | 8691001 |
| Payan, David | H2-112 | MATH | 8692112 |
| vacant | H1-102 | Ophelia Project | 8691102 |
| Pena, Angelica | | Mod/Serve | |
| Perry, Eric | H11 | PE | 8691002 |
| Perez, Jonathan | P1 | | |
| Perez, Michelle | A1 | Counselor | 8691415 |
| Pinedo, Luis | P6 | Teacher | 8692006 |
| Pinuelas, Rosaly | H13 | Cafeteria | 8691380 |
| Pompa, Marlene | A1 | Attendance Clerk | 8691383 |
| Quintero, Ofelia | H13 | Head Manager/Cafeteria | 8691380 |
| Quintero, Ulises | P7 | Teacher | 8692007 |
| Ramos,Mariana | H13 | Supervisor Cafeteria | 8691380 |
| Ramos, Rebecca | P7 | Para-Educator Sp.Ed. | 8692007 |
| Rehling, Alyssa | H8-101 | Teacher | 8698101 |
| Rivera,Jonathan | P1 | ELA/ELD | 8692001 |
| Rivera, Veronica | A1-125 | Registrar | 8691401 |
| Robinson, Errin | H2-114 | MATH | 8692114 |
| Rochin, Yuridia (Valenzuela) | H2-124 | FOREIGN LANG. | 8694124 |
| Rodriguez, Antonio | Campus | Campus Security | 8691402 |
| Rodriguez, Erika | A1 | SPED/Testing Administrative Asst | 8691403 |
| Rodriguez, Joshua | H13 | Cafeteria | 8691380 |
| Rodriguez, Mayra | H1-101 | ENGLISH | 8691102 |
| Rodriguez-Gomez, Maria | H2-126 | Teacher | 8692126 |
| Rodriguez, Veronica | H-10 | Sports Facilities | 8695599 |
| Ruela,Darlen | A1 | College & Career Secretary | 8691381 |
| Salcido, Yvette | Campus | Campus Security | 8691402 |
| Saldivar, Karen | A1 | CTE Administrative Asst. | 8691383 |

| | | | |
|-----------------------------------|---------------|-----------------------------------|---------|
| Sambrano, Jessica | H2-123 | Para-Educator Sp.Ed. | 8692123 |
| Sanchez, Alonso | H2-118 | MATH | 8692118 |
| Sanchez, Fatima | H8-108 | Science | 8691106 |
| Sandoval, Gabriela | | General Ed Aide | |
| Sandoval, Gustavo | A1 | Assistant Principal | 8691393 |
| Santillan, Elisa | H1-107 | ENGLISH | 8691107 |
| Soto, Kimberly | H2-123 | Sp Ed | 8692123 |
| Taboada, Alfonso | H1-126 | Ethnic Studies | 8691126 |
| Tafoya, Carlos | H4-123 | FOREIGN LANG. | 8694107 |
| Tafoya-Tapp, Eva | H2-105 | MTSS Coach | 8692105 |
| Tebelak, Jeff | H2-104 | ENGLISH | 8692104 |
| Trabucco, Joseph | H4-127 | Director of Athletics | 8691394 |
| Tucker, Leticia | H2-127 | Teacher | 8692127 |
| Vaca-Ramirez, Alma | P3 | Teacher | 8692003 |
| Valladolid,Maria | H13 | Cafeteria | 8691380 |
| Valenzuela,Sandra | H13 | Cafeteria | 8691380 |
| Valencia Linares, Kimberly | | General Ed Aide | |
| Vargas, Elizabeth | | Mod/Serve | |
| Vazquez, Elizabeth | H6-107 | Para-Educator Sp. Ed. | 8696107 |
| Vazquez, Eric | H13 | Cafeteria | 8691380 |
| Vega, Jessica | H1-118 | Ethnic Studies | 8691118 |
| Velasco Cazarez, Lesly | H2-123 | Para-Educator Sp.Ed. | 8692123 |
| Vacant | P10 | | 8692010 |
| Verdugo,Kimberly | H13 | Cafeteria | 8691380 |
| Villegas, David | H5-114 | Para-Educator Sp.Ed. | 8695114 |
| Williams, Jessica | H2-101 | Teacher | 8692101 |
| Wilson, Ayanna | H14-131 | Drama Teacher | 8691000 |
| Lemus. Reyna | H2-109 | MATH | 8692109 |
| Wilson, Skyler | H11 | PE | 8691004 |
| Wu, Shengzhi | H4-123 | Teacher | 8694123 |
| Yanez, Herlinda | H5-117 | Safety Office Administrative Asst | 8691402 |
| Yetman, Lilliana | | Security | |
| Zamora, Patrick | H-11 | Sports Facilities | 8691004 |
| Zamora Rios, Daisy | | Para -Educator Sp.Ed | |
| Zamorano-Nunez, Alicia | H5-117 | Assistant Principal | 8691413 |
| Zatarain, Liz | P8 | SOCIAL SCIENCE | 8692008 |
| Zavala, Araceli | H13 | Supervisor/Cafeteria | 8691380 |
| Vacancy Construction | H3-102 | Teacher | |
| C2-101 Arturo Contreras | C2-101 | | 8633190 |
| C2-102 Susan Gomez | C2-102 | | 8633190 |
| DM AP/Testing | P11 | | 8692011 |
| DM Assessment Room | A1-131 | | |
| DM ASSETS | P12 | Dabbs, Cristine | |
| DM Computer Lab | H1-121 | | |

| | | | |
|--------------------|--------|--|--|
| DM Computer Lab | H1-116 | | |
| DM Conference #1 | A1 | | |
| DM Phone Room | A1 | | |
| DM Public | A1 | | |
| DM Staff Lounge#1 | A1 | | |
| DM Staff Work Rm | H1-123 | | |
| DM Student Phone | A1 | | |
| DM Student Store | H4-128 | | |
| DM Television Rm | H5-113 | | |
| DM Text Book Rm | H5-107 | | |
| DM Training Room | H12 | | |
| DM Upstairs Conf#1 | A1 | | |
| DM Upstairs Conf#2 | A1 | | |

SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

| | |
|---|--|
| <p style="text-align: center;">911 Calls</p> | <ul style="list-style-type: none"> ● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post |
| <p style="text-align: center;">Mass Notification to Parents</p> | <p><u>During an emergency: Use EdConnect for mass phone calls; local media; postings along the perimeter of the school; postings at local merchants</u></p> |
| | <p><u>After an emergency:</u></p> <p><u>Use EdConnect for mass phone calls; local media; postings along the perimeter of the school; postings at local merchants</u></p> |

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

| |
|---|
| If cell service is available, use district-issued and personal phones. |
| If no service is available, quickly search the neighborhood for anyone with service and create a chain using district radios. |
| |
| |

If no Internet service:

| |
|--|
| Use cell phones if service is available. |
| |
| |
| |

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

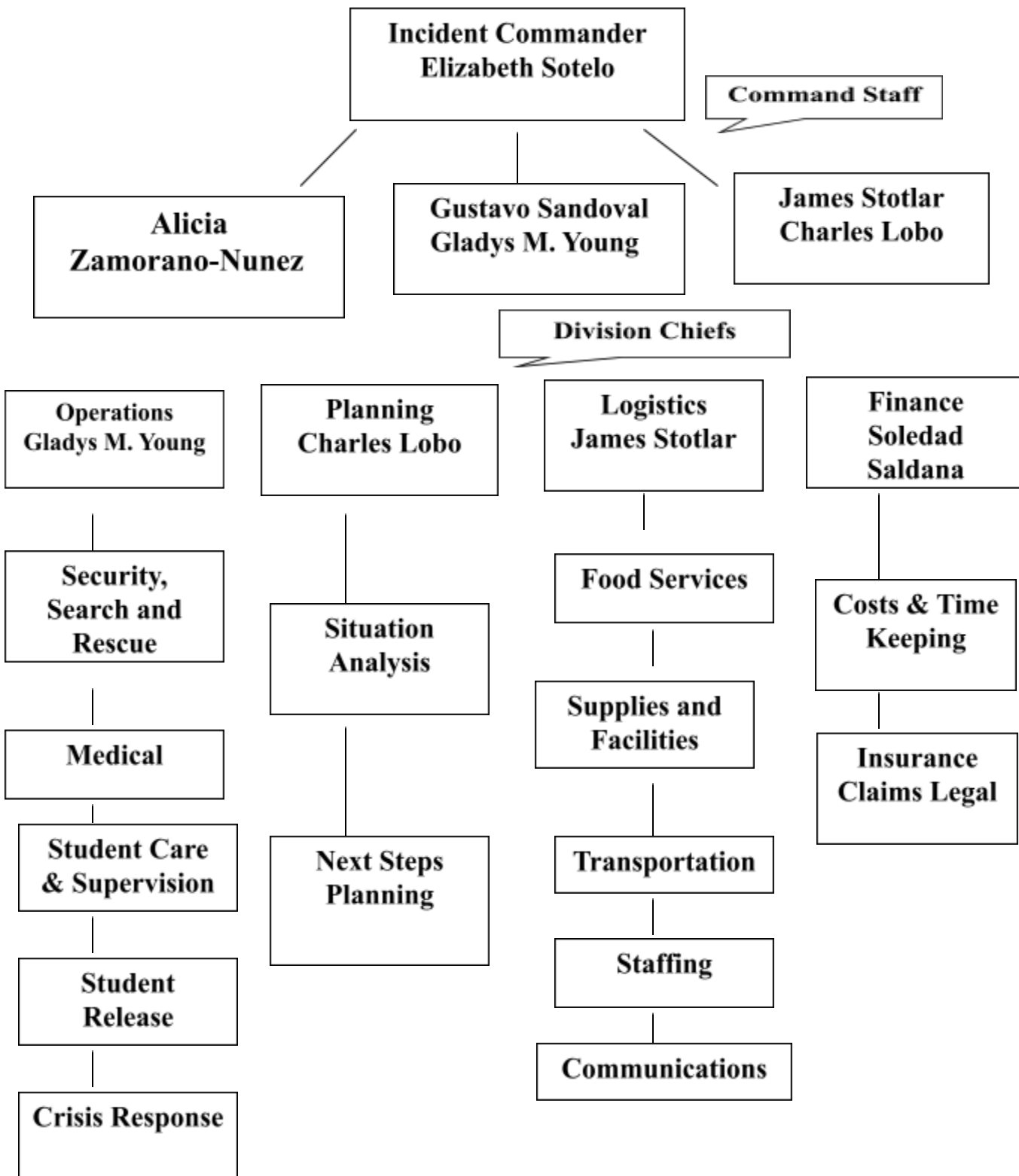
| |
|---|
| Bell system, phones, and Internet |
| Cafeteria refrigeration systems |
| Depending on duration, service early lunch to prevent spoilage. |
| |

List capability of backup power:

| |
|-----|
| N/A |
| |
| |
| |

INCIDENT COMMAND

Incident Command System



INCIDENT COMMAND SYSTEM

School Site Assignments

Model Emergency Plan: Pages 24-34

Incident Commander

Gladys M. Young

Elizabeth Sotelo

Alternates

Gustavo Sandoval

Safety Officer

Gladys M. Young

Public Information Officer

Gustavo Sandoval

Liaison Officer

Alicia Zamorano-Nunez

Alternates ↓

Herlinda Yanez

Alternates ↓

Rivera Veronica

Alternates ↓

Soledad Saldana

Ericka Rodriguez

Ruth Casarez

Keren Saldivar Garza

Operations

Gladys M. Young

Planning

Charles Lobo

Logistics

James Stotlar

Finance

Soledad Saldana

Alternates ↓

Alternates ↓

Alternates ↓

Alternates ↓

OPERATIONS

Operations Chief:

Elizabeth Sotelo / Alternate Gladys M. Young

Security, Search and Rescue Team Members:

Team 1: Keren Saldivar Garza (leader); Veronica Rivera; Alexa Celedon; Michael Parra

Team 2: Herlinda Yanez (leader); Ericka Rodriguez; Denise Duarte; Jimmy Para

Team 3: Ruth Casarez (leader); Marlene Pompa; Veronica Rodriguez; Alfredo Cervera

Team 4: Paulina Hurtado (leader); Patrick Zamora; Cecilia De La Torre

Medical Team Members:

Matthew Davis (leader); Noel Nunez

Student Release Team Members:

Keren Saldivar Garza; Denise Duarte; Marlene Pompa; Tony Rodriguez

Student Care and Supervision Team Members:

Jacqueline Rochin; Gloria Gaytan; Bernardina Gonzalez; Michelle Perez;
Jacqueline Campos, Jose Alvarez

Incident Command Staging

(Model Emergency Plan: Page 28)

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

| ICS Function | Primary Site | Secondary Site |
|----------------------|---|--------------------------------------|
| Command Post | DMHS Tennis Court | Visitor Snack Bar sidewalk |
| Media Staging (PIO) | DMHS Bus Loop | N/A |
| Security Team | DMHS Tennis Court | DMHS Outdoor Basketball Court |
| Search & Rescue | DMHS Outdoor Basketball Court | N/A |
| Medical | DMHS Tennis Court | N/A |
| Student Care | DMHS Stadium Field | Grassy area behind JV Softball Field |
| Student Release Area | Sidewalk outside stadium visitors' ticket booth | N/A |
| Emergency Vehicles | Staging in stadium parking lot; helicopter landing area on PE playing field | N/A |

SCHOOL SITE**DOCUMENT DATE**

| | | |
|----------------------------------|----------------|--|
| Desert Mirage High School | 8/19/23 | |
|----------------------------------|----------------|--|

EMERGENCY UTILITY SHUT-OFFS*Refer to campus map for additional information*

| UTILITY | | YES | NO | LOCATION |
|------------|--------------------------------|----------------|----|---|
| Electrical | Total main electrical shutoff? | Head Custodian | | ME 1 and 2 (Toro Canyon) |
| Gas | Total main gas shutoff? | Head Custodian | | Propane tank at rear of campus |
| Water | Total main water shutoff? | Head Custodian | | Water tank next to tenant and basketball courts |
| Knox Box | | | | |

ALARM COMPANY INFORMATION

| | | |
|-----------------------------|--|--|
| Company Name | ALL ISSUES WITH THE ALARM ARE UNDER THE PURVIEW OF CVUSD SECURITY PATROL | |
| Office Phone | 760-594-6474 | |
| Emergency Phone | 760-594-6474 | |
| Responsible Parties | | |
| Locations of Control Panels | A1 Reception area wall | |

EMERGENCY SUPPLIES

| TYPE | LOCATION |
|----------------------|--|
| Emergency Supply Kit | Shovels and gloves are available in a bin in the fenced-off area of H-3. |

INCIDENT COMMAND POST

PREPARATION:

Principal, Office Staff, Support Staff

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

*Each year in October, review and update the emergency plan.

EMERGENCY:

Principal or designee:

1. Enactment of the entire school emergency operation.
2. Activate emergency alarms/announcements.

3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel. (See "Immediate Steps", page 4, #4)

SECURITY, SEARCH & RESCUE TEAM

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

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

PREPARATION:

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

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map, page 32.)

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

STUDENT RELEASE TEAM

See the Student Release Emergency Action on page 69.

Student Release Team Members:

Keren Saldivar; Denise Duarte; Marlene Pompa; Ruth Casarez

MEDICAL TEAM

PREPARATION:

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

EMERGENCY:

1. Check in with the evacuation area leader.
2. Report to the first aid center.
3. Take student “health logs” to the first aid/triage area.
4. Take a walkie-talkie for communication with the Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injuries.
8. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. The Medical Team should always defer to directions given by emergency personnel.

TEACHER “BUDDY” LIST

Listed below are “buddy” teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other’s students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your “buddy”. **Buddy Assignments**

| Teacher | RoomNumber | Buddy Teacher | Room Number |
|------------------------|------------|--------------------|-------------|
| Rodriguez, M. | H1-101 | Ophelia Project Rm | H1-102 |
| Lopez, B. | H1-104 | Cumplido, S. | H1-105 |
| Trantham, H. | H1-106 | Santillan, E. | H1-107 |
| ELA/ELD Perez Alvarez. | H1-119 | Ortiz, A. | H1-124 |
| Dallosta, A. | H1-121 | Ortiz, J. | H1-123 |
| Taboadda, A. | H1-126 | Vega, J. | H1-118 |
| Higuera, R. | H1-109 | Barbic, G. | H1-110 |
| Loebig, M. | H1-116 | Moore, C. | H1-127 |
| Gonzalez, V. | H1-111 | Alvarez, P. | H1-112 |
| Mattson, P. | H1-114 | Clark, A. | H1-128 |
| Williams, J. | H2-101 | Gilbert, C. | H2-102 |
| Tebelak, J. | H2-104 | Tafoya, E. | H2-105 |
| Ortiz Amezola, J. | H2-121 | Soto, K. | H2-123 |
| Mendoza, J. | H2-106 | Aguilar, R. | H2-107 |
| Gonzalez, J. | H2-119 | Figueroa, M. | H2-124 |
| VACANT | H2-126 | Sanchez, A. | H2-118 |
| Lemus, R. | H2-109 | Chapa, M. | H2-119 |
| Rodriguez, G. | H2-116 | Gutierrez, F. | H2-127 |
| Lopez, J. | H2-111 | Payan, D. | H2-112 |
| Robinson, E. | H2-114 | Jimenez, U. | H2-128 |
| Huggins, J. | H3-109 | Kreps, M. | H3-108 |
| Construction rm | H3-102 | Green Academy | H3-101 |
| Pass, H. | H4-101 | Khadka, R. | H4-102 |
| Blackmon, M. | H4-104 | Tucker, L. | H4-105 |
| IEP Rm | H4-121 | Wu, S. | H4-123 |
| Vacant./PE room | H4-106 | Tafoya, C. | H4-107 |
| Ferro, O. | H4-119 | Rochin, Y. | H4-124 |
| Flores, A. | H4-118 | Ceja, S. | H4-126 |
| Bustamante, R. | H4-116 | Mourhess, S. | H4-112 |
| Cutchin, M. | H5-129 | Ortiz, R. | H5-124 |
| Espinoza, J. | H5-118 | Baca, P. | H5-122 |
| Mendoza, S. | H5-114 | Safety Office | H5-117 |
| Ellingson, D. | H5-113 | Davis, M. | H5-104 |
| Guzman, A. | H6-101 | Chino, I. | H6-102 |
| Contreras, A. | H6-107 | Dabbs, K. | H6-108 |
| Espejo, E. | H7-107 | Marler, J. | H7-108 |
| Ausman | H7-101 | Kebhjah, C. | H7-102 |
| Halberstadt, V. | H8-107 | Sanchez, F. | H8-108 |
| Perry, E. | H11 | Chavez, J. | H11 |
| Ausman, B. | H11 | Pavia, J. | H10 |
| Gonzalez, A. | H10 | Lutz, M. | H10 |
| Asberry, D. | H14-117 | Wilson, A. | H14-131 |
| Rivera, J. | P1 | Flores, J. | P2 |
| Vaca-Ramirez, A. | P3 | Vacant | P4 |
| Castro, J. | P5 | Pinedo, L. | P6 |
| Quintero, U. | P7 | Zatarain, L. | P8 |
| Montes, N. | P9 | Vacant | P10 |
| ELP Vacant | P12 | Testing Rm | P11 |

Activity/Documentation Log

Financial Section Members begins documentation of an incident at the direction of the Incident Commander

Name: Soledad Saldana

Duty Position: Tennis court

Student Emergency Evacuation Absence List

- Please list all students absent from your class.
- Check “Absent” if the student was absent at roll call.
- Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
- If you are the buddy teacher and do not know who is absent or missing, please check “buddy teacher” below and indicate the total number of students present at the evacuation site.

Missing Students Log

Name: _____ **Duty Position:** _____

- “Buddy Teacher”

Total # of students present _____

TEACHER _____

☐ All students present and accounted for.

[illegible]

EMERGENCY EVACUATION SUPPORT STAFF ATTENDANCE LOG

- This list should include all district/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologists, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

| Name | Present | Absent | No Show/Location |
|-----------------------|---------|--------|------------------|
| Aceves, Jesus | | | |
| Aguilar, Monica | | | |
| Aragon, Jose De Jesus | | | |
| Archuleta, Guy Brian | | | |
| Armenta, Anais | | | |
| Arriaga, Dali | | | |
| Barajas, Wendy | | | |
| Beltran, Cristina | | | |
| Berriozabal, Mirka | | | |
| Branham, Donald | | | |
| Camarena, Maria | | | |
| Cano, Alejandra | | | |
| Carlos, Brenda | | | |
| Cazares, Ruth | | | |
| Celedon Bernal, Alexa | | | |
| Celedon, Noemi | | | |
| Cervera, Alfredo | | | |
| Delgado, Alicia | | | |
| Delgado, Vanessa | | | |
| De La Pena, Maria | | | |
| Diaz, Andres | | | |
| Dimas, Jenny | | | |
| De La Torre, Cecilia | | | |
| Duarte, Denise | | | |
| Duarte, Arlene | | | |
| Flores, Jasmine | | | |

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| Fonseca Garcia, Gabriela | | | |
| Garcia, Yolanda | | | |
| Gomez, Celsa | | | |
| Gonzalez, Laura | | | |
| Gonzalez, Noe | | | |
| Gonzalez, Vivana | | | |
| Gutierrez, Eldy | | | |
| Hathaway, Karen | | | |
| Hernandez, Guadalupe | | | |
| Hernandez, Nancy | | | |
| Hernandez, Raquel | | | |
| Herrera, Elizabeth | | | |
| Herrera, Raul | | | |
| Huerta Pina, Cinthia | | | |
| Hurtado, Maria Elizabeth | | | |
| Hurtado, Paulina | | | |
| Jaimes, Claudia | | | |
| Jaime, Victoria | | | |
| Lara, Ericka | | | |
| Liam, Nancy | | | |
| Leon, Gustavo | | | |
| Lopez, Maricruz | | | |
| Lopez, Victor | | | |
| Lozano-Heredia, Alexia | | | |
| Medina,Sylvia | | | |
| Mendoza, Jose | | | |
| Vacant | | | |
| Morales, Jeannette | | | |
| Morales, Maria | | | |
| Nunez, Noel | | | |
| Olague, Tisha | | | |
| Oliveros,Narahim | | | |
| Oliveros, Lilly | | | |
| Ontiveros, Diana | | | |
| Palos, Jesse | | | |
| Parra, Jimmy | | | |

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|----------------------------|--|--|--|
| Parra, Michael | | | |
| Pena, Angelica | | | |
| Pinuelas, Rosaly | | | |
| Pompa, Marlene | | | |
| Quintero, Ofelia | | | |
| Ramos, Mariana | | | |
| Ramos, Rebecca | | | |
| Rivera, Veronica | | | |
| Rodriguez, Antonio | | | |
| Rodriguez, Ericka | | | |
| Rodriguez, Joshua | | | |
| Rodriguez, Veronica | | | |
| Rosales, Mia Noemi | | | |
| Salcido, Yvette | | | |
| Saldana, Soledad | | | |
| Saldivar Garza, Keren | | | |
| Sambrano, Jessica | | | |
| Sandoval, Gabriela | | | |
| Valdez, Jesus | | | |
| Valenzuela, Sandra | | | |
| Valladolid, Maria | | | |
| Vargas, Angelica | | | |
| Vazquez, Elizabeth | | | |
| Vasquez, Eric | | | |
| Velasco Casarez, Lesley | | | |
| Verdugo, Kimberly | | | |
| Villegas, David | | | |
| Valencia Linares, Kimberly | | | |
| Yanez, Herlinda | | | |
| Zamora Rios, Daisy | | | |
| Zamora, Patrick | | | |
| Zavala, Araceli | | | |

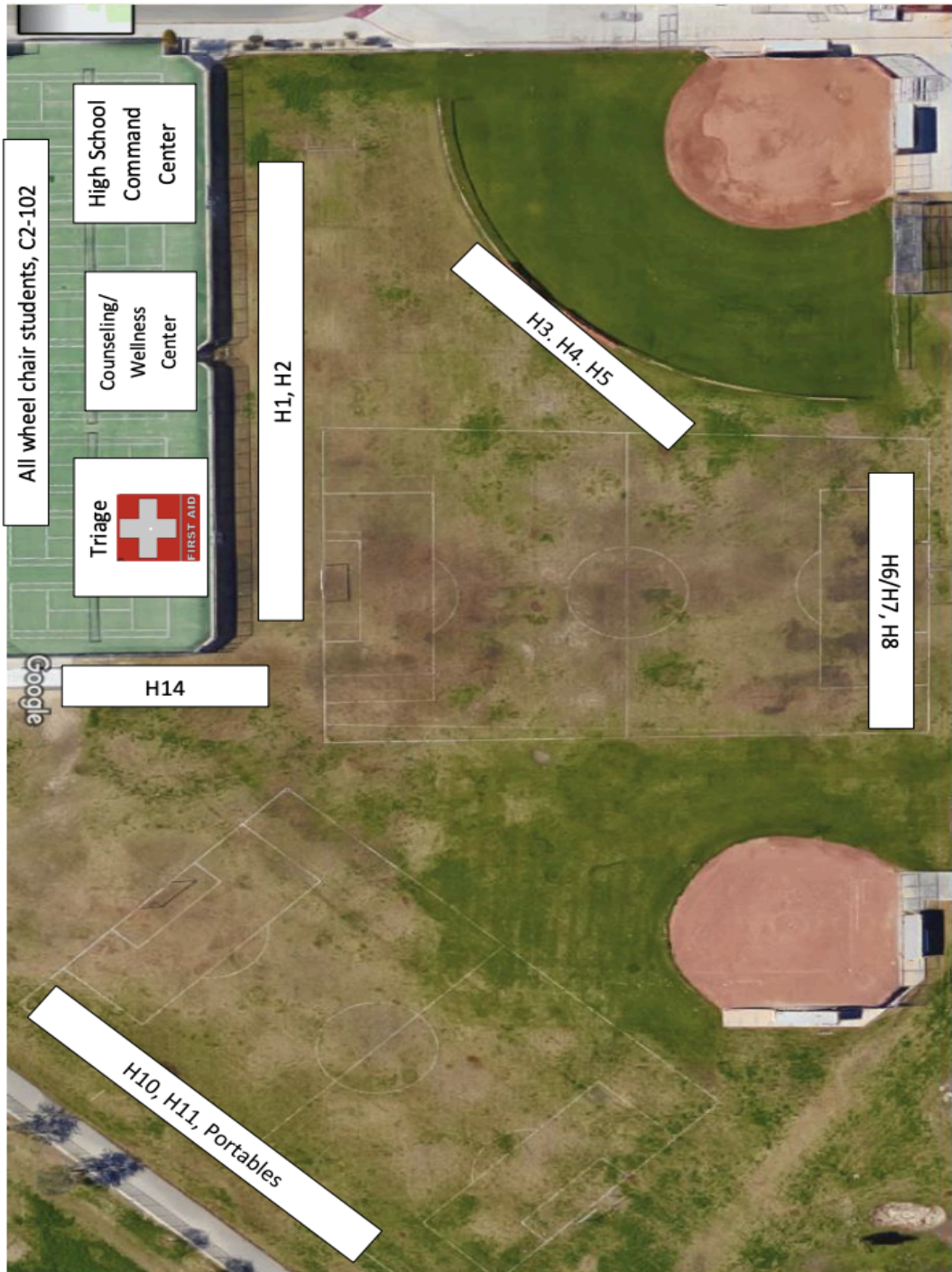
STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out students by filling in the information below. (copies are located in your emergency folder.)

[illegible]

Desert Mirage High School Security, Search and Rescue Area Map

Evacuation Classroom Locations Map, 2022-2023



REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report

2024-2025

School: DESERT MIRAGE HIGH SCHOOL

HIGH SCHOOL REQUIRED:

- Fire Drill - twice Annually
- Earthquake Drill - Twice Annually
- Lock Down - Once Annually
- Shelter-in-Place - Once Annually

| Fire Drills (One each month) | | | | | Earthquake Duck and Cover Drills (Four annually) | | | |
|---------------------------------|------|------|--|--|---|------------|----------|-----------------|
| Month | Date | Time | | | Date | Start Time | Eva Time | Admin Signature |
| August | | | | | 1. | | | |
| September | | | | | 2. | | | |
| October | | | | | 3. | | | |
| November | | | | | 4. | | | |
| December | | | | | | | | |
| January | | | | | | | | |
| February | | | | | | | | |
| March | | | | | | | | |
| April | | | | | | | | |
| May | | | | | | | | |
| June | | | | | | | | |

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

| SUBMIT to Norma Rodriguez at Child Welfare and Attendance | | | |
|---|---------------|--------------------------------|---------------|
| JANUARY __, ____ | | JUNE __, ____ | |
| _____ Principal's Signature | _____ Date | _____ Principal's Signature | _____ Date |

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

This calendar may be used to assist sites

| Month | Type of Drill | Date Scheduled |
|----------|------------------|-------------------|
| October | Earthquake | Oct. 18, 2024 |
| November | Fire | November 11, 2024 |
| December | Shelter in Place | December 5, 2024 |
| January | Lockdown | January 16, 2025 |
| February | Fire | February 6, 2025 |
| March | Earthquake | March 12, 2025 |

Annual Drills to include:

Date of Drill

| | |
|-----------------------|------------------|
| Sweep and Rescue Team | November 8, 2024 |
| First Aid Team | November 8, 2024 |
| Family Reunion Team | November 8, 2024 |
| Site Command Post | November 8, 2024 |
| Other: | November 8, 2024 |

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a. a wheelchair on a daily basis
 - b. specialized equipment
 - c. physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - a. identifying all students who will require additional assistance
 - b. working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
 - c. Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage

****Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

| Student: | Room #: | Teacher: |
|---|---------|---------------------|
| Designated Specialized Assistants: | H8-107 | Vanessa Halberstadt |
| <i>(identify two staff in this area)</i> | H4-116 | Rosa Bustamante |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) | | |
| Wheel Chair, weighted vest, walker, umbrella, medicine. | | |

EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

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

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

| COMMON EMERGENCY ACTIONS | |
|---|---|
| ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume. | DROP/DUCK/COVER AND HOLD ON The action taken during an earthquake to protect students and staff from flying and falling debris. |
| EVACUATION The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside. | LOCKDOWN Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff in jeopardy. Lockdown involves a “no one in, no one out” scenario. |
| SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants. | STAND BY Notifies students and staff that further instructions will follow shortly. |
| SPECIALIZED EMERGENCY ACTIONS | |
| CONVERT SCHOOL Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Marin County Department of Health and Human Services or American Red Cross) | DIRECTED TRANSPORTATION Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger. |
| OFF-SITE EVACUATION Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. | REVERSE EVACUATION Initiated if an incident occurs while students are outside and conditions are safer inside the building. |
| STUDENT RELEASE Instructs staff to prepare for releasing students from school during the academic day. | TAKE COVER Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings. |

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

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

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use the Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

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

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

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **"Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."**

STAFF AND STUDENT ACTIONS:**Inside**

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

Outside

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

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

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

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

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

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

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

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

- Active Shooter • Intruder with weapon • Rabid animal at large • Extreme violence outside the classroom

ANNOUNCEMENT:

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

Example: "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ Once the immediate danger is over and clearance is received from appropriate agencies, law enforcement, administrators, and security personnel will clear each building, room by room. Once this task is completed, an **ALL CLEAR** will be announced over the P.A. system to indicate that it is safe to return to the normal class routine.
- ❑ An ed-connect telephone call will be made to parents with a brief description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe room.
- ❑ Immediately lock doors and instruct students to lie down on the floor, away from doors and windows. Silence or turn cell phones.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet, calm and out of site in the classroom or secured area until further instructions are provided by law enforcement or school administration.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe room.
- ❑ If rooms are locked, immediately hide in the nearest safe zone: bathroom, janitorial closet, office area, or library. Silence or turn off cell phones to avoid any noise that may attract attention to your location. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

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

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

ANNOUNCEMENT:

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

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

TEACHER and STAFF ACTIONS:

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

STUDENT ACTIONS:

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

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another ACTION or the **ALL CLEAR** instruction to return to normal school activities.

ANNOUNCEMENT:

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

Example: "Attention please. (Pause) **STAND BY.** (Pause) **STAND BY.** (Pause) **STAND BY.** (Pause) **Additional information will follow.**"

2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use the Parent Telephone Alert System, if appropriate.

STAFF ACTIONS:

- ❑ If outside, teachers are to return students to their classrooms.
- ❑ If inside, teachers will hold students in classrooms pending receipt of further instructions.
- ❑ **STAND BY** must be followed by another ACTION or **ALL CLEAR** instruction to return to normal school activities.

CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Superintendent and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange a shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:**During School Hours**

1. Make the following announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **CONVERT SCHOOL**. (Pause) **CONVERT SCHOOL**. (Pause) **Thank you**."

Other than School Hours

2. Use the School Personnel Telephone Notification System to notify all school employees.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**During School Hours**

- ❑ Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
- ❑ Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelters are operated by the Department of Health and Human Services or the American Red Cross.)
- ❑ When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

- ❑ Alert school employees through the School Personnel Alerting System.
- ❑ Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify the District Office for assistance by other means.
- ❑ Convert the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
- ❑ When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **DIRECTED TRANSPORTATION when the dismissal bell rings.** (Pause) **DIRECTED TRANSPORTATION when the dismissal bell rings.** (Pause) **Thank you.**"

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use the Parent Telephone Notification System, if time permits.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- ☐ Who is assigned to each loading area? Five security officers, four administrators
- ☐ Where are loading areas Desert Mirage Bus Loop and Stadium Parking lot
- ☐
- ☐ What, if any, changes in vehicle traffic patterns are necessary? Closure of any street entrance which will impede the evacuation, including Ave. 66, Tyler St. and Middleton Ave.
- ☐ What staff supervises this ACTION, and where? Principal Alma Gonzalez from P-10
- ☐ How can sufficient transportation be arranged to accommodate the entire student population and staff? District buses and school vans; in dire emergencies, parent and staff vehicles

TEACHER ACTIONS:

- ☐ Take attendance before leaving the campus.
- ☐ Upon arrival at the safe site, take attendance again after students exit the bus.
- ☐ Report attendance to the Principal/designee.
- ☐ Keep students together. Remain calm.

BUS DRIVER ACTIONS:

- ☐ Take the safest route to the pre-identified evacuation sites.
- ☐ Avoid dangers such as driving through flooded roads, crossing over swollen creeks, etc.

STUDENT ACTIONS:

- ❑ Remain quiet and seated while on the bus.
- ❑ Keep head, hands, backpacks, *etc.* away from the open windows.
- ❑ Stay together at the alternate site. Remain calm.
- ❑ Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. **This method of evacuation should only be used in extreme emergencies since there is a great potential to lose track of the students.**

- ❑ Drivers should take the safest route to the pre-identified evacuation sites.
- ❑ Account for all students before transportation occurs and after arrival at the safe site.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety.

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

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

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

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

ANNOUNCEMENT:

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

Example: "Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ☐ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ☐ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

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

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

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

Example: **"Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."**

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
 - ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
 - ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

EMERGENCY ACTION

STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

At REQUEST TABLE, verify parent ID and authorization.
Direct parent to RELEASE TABLE; radio or send runner for student.
At RELEASE TABLE, verify Student Request Form is signed
Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

Fill out Student Request Form.
*Show photo ID at REQUEST TABLE.
Move to RELEASE TABLE to wait for student.
Leave campus immediately after student is released to your custody.

*In the event a photo ID is unavailable, the person must provide the following information: Student's full name and date of birth, address, name of spouse or other person on the Contact List, and grade level of the student.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- ☐ Set up Incident Command Post (ICP).
- ☐ Notify staff of school evacuation and communicate that this is not a drill.
- ☐ Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ☐ Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- ☐ Reassess as situation changes. Reassign emergency teams as needed.
- ☐ Keep staff informed as to the status of missing students.

TEACHER and STAFF ACTIONS:

- ☐ Evacuate students to designated areas, with students grouped as determined by district or school site.
- ☐ Take roll by distributing pre-labeled nametags to each student.
- ☐ Report population assessment to the Incident Commander by holding up green or red cards. Mark undistributed name tags with student status beside name:
 - A = Absent*
 - M = Medical; students taken to the First Aid station*
 - U = Missing/Unaccounted*
- ☐ Send undistributed nametags to the Student Request Table.
- ☐ Organize students. Monitor students' medical and emotional condition.

TEAM ASSIGNMENTS:

STUDENT RELEASE TEAM

- ❑ Take supplies to designated Request/Release Table locations.
- ❑ Set out tables at least 20 feet apart to reduce crowding. For a large student body, establish several lines at the Request Table for speedier processing.
- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured and missing students. Note status on those cards and file at the back of the file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- ❑ Set out parking area directional signs and enlarged site maps with walking paths designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in the parking lot and on school grounds.
- ❑ For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- ❑ Maintain order at Student Request Table; calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- ❑ Take Student Request Form to Student Assembly Area to find requested students. Alternatively, a walkie-talkie may be used to request a student from the Assembly Area.
- ❑ Retrieve the student and escort him/her to the Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

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

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."**

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."**

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Give clear instructions, remain calm and convey reassurance.
- ❑ When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

WITHIN 24 HOURS

- ❑ Gather the facts
- ❑ Ensure appropriate intervention to minimize additional injury
- ❑ Provide first aid where necessary
- ❑ Ensure the safety and welfare of students and staff
- ❑ Set up an Emergency Operations Center, if appropriate
- ❑ Contact the District Office to report the critical incident
- ❑ Assess the need for support and counseling for those directly and indirectly involved
- ❑ Manage the media (Public Information Officer/Principal)
- ❑ Set up a recovery room
- ❑ Provide factual information to staff, students and the school community
- ❑ Ensure that the privacy of students and staff is maintained
- ❑ Organize assistance such as transport home

WITHIN 48-72 HOURS

- ❑ Debrief all relevant persons
- ❑ Arrange counseling as needed
- ❑ Provide opportunities for staff and students to talk about the incident
- ❑ Continue to provide updates to staff, students and the school community.
- ❑ Act to dispel rumors
- ❑ Restore normal functioning and service delivery as soon as possible
- ❑ Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- ❑ Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

- ❑ Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- ❑ Maintain school contact with hospitalized students and staff

EMERGENCY RESPONSES

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

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

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

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report
- _____
- _____

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

Aircraft crashes into the school

STAFF ACTIONS:

- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
-

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check the school site to assure that all students have evacuated.

Take attendance at the assembly area.

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

- ⌚ Maintain control of the students a safe distance from the crash site.
- ⌚ Care for the injured, if any.

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Aircraft crashes near school

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Notify the police and fire department (call 911).
- () Initiate **SHELTER IN PLACE**, if warranted.
- () Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated areas until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Notify the District Superintendent, who will contact the Office of Emergency Services.

Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- If so indicated, classrooms to seal door jambs and air conditioning vents
- Complete and submit Unusual Incident Report

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

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF/TEACHER ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

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

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

Outside the building

STAFF ACTIONS:

- () Notify the principal.
- () Move students away from the immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).
- () Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
- () Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Inside the building

STAFF ACTIONS:

- ⌚ Notify the principal or site administrator.
- ⌚ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ⌚ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- ⌚ Follow standard student assembly, accounting and reporting procedures.
- ⌚ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PERSON RECEIVING THREAT BY TELEPHONE:

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

Telephone Bomb Threats

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

Call 911

PERSON RECEIVING THREAT BY MAIL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Call 911.
- () If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- () Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- () Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- () Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- () If it is necessary to evacuate the entire school, use the fire alarm.
- () Notify the District Superintendent of the situation.
- () Direct a search team to look for suspicious packages, boxes or foreign objects.
- () Do not return to the school building until it has been inspected and determined safe by proper authorities.
- () Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

EMERGENCY RESPONSE

BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

DO NOT:

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

WHO TO CONTACT (select one)

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

BOMB THREAT CHECKLIST

Date: _____ Time: _____

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

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice

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

Background Sounds:

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

Threat Language:

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

Other Information:



Homeland
Security

| | |
|---------------------------|---------------------|
| EMERGENCY RESPONSE | BUS ACCIDENT |
|---------------------------|---------------------|

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

BUS DRIVER:

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

STAFF ACTIONS AT THE SCENE:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Earthquake during bus trip

BUS DRIVER ACTIONS:

- ⌚ Issue DUCK, COVER and HOLD ON instruction.
- ⌚ Stop buses away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.

- () Set the brake, turn off the ignition and wait for the shaking to stop.
- () Check for injuries and provide first aid, as appropriate.
- () Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- () Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- () If instructed to continue route,
- () Enroute to school, continue to pick up students.
- () Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- () If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- () Remain with students until further instructions are received from the site administrator.
- () Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

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

ADDITIONAL STEPS:

- Complete and submit Unusual Incident Report

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

PERSON DISCOVERING SPILL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PERSON DISCOVERING SPILL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

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

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

Inside School

STAFF ACTIONS:

- ⓪ Report disruptive circumstances to the principal/site administrator.
- ⓪ Avoid arguing with participant(s).
- ⓪ Have all students and employees leave the immediate area of disturbance.
- ⓪ Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement.
- ⓪ Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓪ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- ⓪ Set up a communication exchange with the students, staff and principal. Try to restore order.
- ⓪ If unable to calm students and violent or uncontrolled behavior is probably, notify police of the situation and request assistance.
- ⓪ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓪ Call 911.
- ⓪ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- ⓪ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- ⓪ Cancel all outside activities.

- () Maintain an accurate record of events, conversations and actions.
- () Assign staff members to assist nurses as necessary.

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⌚ Notify police (dial 911).
- ⌚ Identify all parties involved (if possible). Identify witnesses, if any.
- ⌚ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- ⌚ If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- ⌚ If the incident involves a student, notify the parents or guardians.
- ⌚ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- ⌚ Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- ⌚ Care for the victim. Provide any medical attention needed.
- ⌚ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

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

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send a search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify the District Office of school and personnel status. Determine who will inform the public information media as appropriate.

Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.

- () Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

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

Outside Building

STAFF ACTIONS:

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

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR:

Determine whether site evacuation should be implemented. If so, sound a fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.

Notify the Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

Advise the District Superintendent of school status.

- ❑ Notify emergency response personnel of any missing students.

Notify utility companies of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within the building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the school to be closed, notify parents and staff of school status and alternate sites for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

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

If an explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from the site of the explosion.

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

EMERGENCY RESPONSE

FIRE (onsite)

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

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Issue **STAND BY** instruction. Determine if evacuation is required.
- () Notify the local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- () Delegate a search team to assure that all students have been evacuated.
- () Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- () Post a notice on the office door stating where the school has relocated and inform the District Office.
- () Monitor AM radio weather station KNWZ, 970 AM for flood information.
- () Notify the District Superintendent of school status and action taken.
- () Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

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

BUS DRIVER ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

EMERGENCY RESPONSE

HAZARDOUS MATERIALS

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

TEACHER ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- () Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- () Notify principal/site administrator.
- () Notify school nurses, school psychologists, counselors or social workers.
- () Protect individuals from injury.

ADDITIONAL STEPS FOR THE SCHOOL:

- Contact CWA for 51-50 guidance
- Complete and submit Unusual Incident Report

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate.
Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number

Do not hang up until advised to do so by the dispatcher.

- () Assign staff members to meet the rescue service and show the medical responder where the injured person is.
- () Assemble emergency care and contact information of victim
- () Monitor the medical status of the victim, even if he or she is transported to the hospital.
- () Assign a staff member to remain with the individual, even if he or she is transported to the hospital.
- () Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where the student has been transported.
- () Advise staff of the situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

- ⌚ Arrange for counseling of students, as needed.

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify the police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.

Arrange for first aid treatment and removal of injured occupants from the building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

- () Account for all building occupants and determine the extent of injuries.

Notify District Superintendent.

STAFF ACTIONS:

Notify the Principal.

Move students away from the immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check the school site to assure that all students have evacuated.

Take attendance at the assembly area.

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

- () Maintain control of the students a safe distance from the crash site.

- () Care for the injured, if any.

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⌚ Activate heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
- ⌚ Ensure that students and staff members who are ill stay home.
- ⌚ Send sick students and staff home from school immediately.
- ⌚ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ⌚ Monitor bulletins and alerts from the Department of Health and Human Services.
- ⌚ Keep staff informed of developing issues.
- ⌚ Assist the Department of Health and Human Services in monitoring outbreaks.
- ⌚ Respond to media inquiries regarding school attendance status.
- ⌚ Implement online education, if necessary, so that students can stay home.
- ⌚ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- ⌚ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ⌚ Practice “respiratory hygiene etiquette”.
- ⌚ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- ⌚ Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

Cover your cough and sneeze with a tissue

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

Place used tissues into a sealed bag

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide a list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify the District Superintendent of the situation and number of students and staff affected.

Confer with the Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of the situation and actions taken.

STAFF ACTIONS:

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

PREVENTATIVE MEASURES:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

EMERGENCY RESPONSE

PUBLIC DEMONSTRATION

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Contact district security chief
- Complete and submit Unusual Incident Report

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

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Remain calm. Do not confront the shooter(s).
- () Assess the situation:
 - Is the shooter in the school?
 - Has the shooter been identified?
 - Has the weapon been found and/or secured?
- () Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- () Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- () Identify command posts for police to respond. Assist police in entering the school; provide officers with critical information.
- () Ensure injured students and staff receive medical attention.
- () If the shooter has left, secure all exterior doors to prevent re-entry.
- () If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- () Keep the crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- () Isolate and separate witnesses.
- () Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
- () Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officers.
- () Prepare letters for students to take home to their families.
- () Arrange for immediate crisis counseling for students and staff.
- () Provide liaison for family members of injured students and staff members.
- () Debrief staff and school police officers.
- () Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- () If gunfire is heard inside the school, implement **LOCKDOWN** immediately. Do not wait for the **LOCKDOWN** announcement.
- () Alert the principal/site administrator.
- () Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.

- () Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement **LOCKDOWN** or **EVACUATION**, as appropriate.
- () Provide first aid for victims, if needed.
- () Account for all students.
- () Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- () Assist police officers – provide identity, location and description of individuals and weapons.

STUDENT ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

STUDENT ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Steps for Suicide Intervention

Stabilize individual
Assess risk
Determine services needed
Inform
Follow-up

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS if package is unopened and not leaking:

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

STAFF ACTIONS if package is leaking:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

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

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Move students to the closest suitable shelter.
- () If the above is not advisable, remain in the school building as a place of shelter.

STAFF ACTIONS:

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

Enemy Attack Without Warning

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

OFFICE STAFF ACTIONS:

- () Require identification check for anyone entering school other than students, staff and faculty.
- () Escort visitors to locations in school buildings.

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**Before**

- () Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- () Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- () Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- () Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- () Monitor the NOAA Weather Radio Service for tsunami warnings:
<http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- () Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- () Notify the superintendent of school status.
- () Remain on safe ground until local authorities advise it is safe to return.

After

- () Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- () Expect debris.
- () Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- () Determine whether school will be closed or remain open.
- () Notify the superintendent of school status.
- () Assign staff to activate staff and parent phone trees
- () Post school status on school website.

- () Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- () Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- () Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- () If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- () When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- () Take attendance. Report any missing students to the principal/site administrator.
- () Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- () Return to school only if authorities advise it is safe to do so.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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

PRINCIPAL/SITE ADMINISTRATOR:

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

A. Plan for Loss of Water

Toilets: Open one male and female facility each. Fill buckets at water tank and locate in each restroom for flushing. Place a hand-cleansing station outside the restroom.

Drinking Water: Fill clean buckets at the water tank. Place on a table with paper cups.

Food Service: Plan to be developed by Nutrition Services.

Fire Suppression: Plan to be developed by fire department.

Other: _____

B. Plan for Loss of Electricity

Ventilation: During cool weather, open doors to pods and rooms; during heat, all doors remain closed until heat rises. District will announce a heat emergency, leading to evacuation from the school.

Emergency Light: Emergency exit lights have battery backup. Classrooms have windows and doors for light.

Computers: If possible, switch off all computers.

Other: _____

C. Plan for Loss of Natural Gas

Heat: Keep doors closed.

Food Service: Plan to be developed by Nutrition Services

Other: _____

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- ❶ Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- ❷ Alert the principal/site administrator.
- ❸ Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- ❹ Provide first aid for victims, if needed.
- ❺ Account for all students.
- ❻ Assist police officers – provide identity, location and description of individuals and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❶ Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- ❷ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- ❸ Identify command posts for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- ❹ If the suspect has left, secure all exterior doors to prevent re-entry.
- ❺ Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- ❻ Gather information about the incident for the police:
 - Name of student with weapon.
 - Location of witness when weapon was seen.
 - What did the student do with the weapon after it was displayed?
 - What is the current location of the student with the weapon?
- ❼ Reserve a private area for the student to be taken and questioned. Allow police officers to thoroughly search students with another adult witness present. Police officers should take possession of and secure any weapon located.
- ❽ Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- ❾ Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- ❿ Notify parents/guardians.
- ⓫ Follow procedures for student disciplinary actions. Take a photo of the weapon to be included in the expulsion proceedings.
- ⓬ Secure a detailed written statement from witnesses including staff.
- ⓭ Provide post-event trauma counseling for students and staff, as needed.

☞ Provide informational updates to staff, students and their families during the next few days to squelch rumors.

ADDITIONAL STEPS FOR THE SCHOOL:

- Complete and submit Unusual Incident Report

Suspension & Expulsion Policies

District policy for Suspensions and Expulsions begin with the following statement, which is used by Desert Mirage High School as a guiding philosophy:

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5). Except for drug, alcohol, violence, and legally required suspensions, DMHS students are provided counseling for offenses. Counseling can be provided by DMHS counselors, administrators, the Latino Commission of Riverside County, and the Youth Accountability Team

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority to ensure the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

Student Due Process

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

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension which apply to students without disabilities.

Desert Mirage High School follows the Board policy for Special Education students involved in disciplinary proceedings:

Interim Alternative Placement Due to Dangerous Behavior:

The district may unilaterally place a student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 school days, without regard as to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.520)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination:

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determine Review: Immediately if possible, but in no case later than 10 school days after the date of the decision to take disciplinary action is made, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by, or had a direct and substantial relationship to, the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above, the conduct shall be determined to be a manifestation of the student's disability. () (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination the Behavior is not Manifestation of Student's Ability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum, although in another setting, and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

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

Procedures for Students Not Yet Eligible for Special Education Services:

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC 1415(k)(8))

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415)(k)(8); 34 CFR 300.527)

1. The parent/guardian has expressed concern to supervisory or administrative district personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's Director of Special Education or to other supervisory district personnel about a pattern of behavior demonstrated by the student. AR 5144.2 (b)

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.530 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (USC 14150(k)(5); 34 CFR 300.534)

Suspension:

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530) The principal or designee shall monitor the number of days, including portions of days, students with a valid individualized education program (IEP) have been suspended during the school year. (cf. 6159 - Individualized Education Program)

The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

a. The series of removals total more than 10 school days in a school year.

b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement. If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension:

Any students suspended for more than 10 school days in a school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code 48915.5)

Desert Mirage High School attempts to minimize suspensions. Students are suspended as follows:

- Violence, fighting, bullying: First offense, three days. Second offense, five days. Students are also recommended for Latino Commission or YAT counseling. (48900
- Sexual harassment:
 - Verbal offenses from one to three days for first offense; second offence from 3 to 4 days; third offense 5 days.
 - Physical offenses: treated as violence offenses.
- Possession or sale of a dangerous object
 - Varies according to the object. Sale of a weapon will result in expulsion. Referral to the School Resource Officer.
- Under the influence or simple possession of marijuana, alcohol, or tobacco, or drug paraphernalia [48900(c), 48900(h), 48900(j)],
 - First offense is a three day suspension, plus referral to the School Resource Officer.
 - Second offense is a five day suspension plus recommendation for expulsion, plus referral to the School Resource Officer.
- Under the influence or possession of cocaine, methamphetamine or other Schedule 1 drug results in a five day suspension and automatic recommendation for expulsion per 48915(a)(3) plus referral to the School Resource Officer.
- Robbery or extortion [48900(e)] is a suspension of from three to five days plus referral to the School Resource Officer.
- Damage to school property [(48900(g)] from Two to five days days, plus referral to the School Resource Officer. Possible recommendation for expulsion.
- Stealing school property [48900(f)] from Two to five days suspension, plus referral to the School Resource Officer. Possible recommendation for expulsion.
- Commission of an obscene act [48900(i)] from three to five days suspension, plus referral to the School Resource Officer. Possible recommendation for expulsion.
- Knowing receipt of stolen school property [48900(l)] from three to five days suspension, plus referral to the School Resource Officer. Possible recommendation for expulsion.

- Possession of an imitation firearm [48900(m)] from Two to five days suspension, plus referral to the School Resource Officer. Possible recommendation for expulsion for an attempt to intimidate or harass, or for a second offense.
- Commit or attempt to commit sexual assault [48900(n)]. Five days suspension, recommendation for expulsion. Referral to the School Resource Officer.
- Harassment of a student witness (48900[o]) from Two to five days suspension, plus referral to the School Resource Officer.
- Offering prescription drug Soma [48900(p)] results in five days suspension, plus referral to the School Resource Officer and recommendation for expulsion.
- Engaging in or attempting to engage in hazing [48900(q)] Two to five days suspension plus possible recommendation for expulsion.
- Engaging in bullying [48900(r)] Two to five days suspension, plus referral to the School Resource Officer. Possible recommendation for expulsion for causing injury or creating an environment detrimental to the continued participation of other students in the academic or extracurricular activities of the school.
- Aiding or abetting physical injury [48900(t)] two to five days suspension plus possible recommendation for expulsion for additional offenses.
- Caused physical injury [48915(a)(1)]. Two to five days suspension, referral to the School Resource Officer, and referral for expulsion dependent on the gravity of the injury.
- Possession of a knife or serious object [48915(a)(2)] two to five days suspension, referral to the School Resource Officer, and referral for expulsion if the object is brandished [48915(c)(2)].
- Commit or attempt to commit robbery or extortion [48915(a)(3)], five days suspension, referral to the School Resource Officer, and referral for expulsion.
- Assault or battery of a school employee [48915(a)(5)] three to five days suspension, referral to the School Resource Officer, and possible referral for expulsion.
- Possessing, selling, or furnishing a firearm [48915(c)(2)] results in five days suspension, referral to the School Resource Officer, and referral for expulsion.
- Commit or attempt to commit sexual assault or battery [48915(c)(4)] results in five days suspension, referral to the School Resource Officer, and referral for expulsion.
- Possession of an explosive [48915(c)(5)] results in five days suspension, referral to the School Resource Officer, and referral for expulsion.

Procedures for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Desert Mirage High School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

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

Discrimination & Harassment Policy

Board Policy 4119.11, 4219.11, and 4319.11 regarding Sexual Harassment states the following:

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

The district also provides language prohibiting discrimination which is found in BP 5145.3:

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic 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 of any student 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. (Education Code 234.1)

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

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

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of 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 educational program. He/she shall report his/her findings and recommendations to the Board after each review.

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 for behavior that 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.

School-wide Dress Code Prohibiting Gang Attire

Note on Education Code Requirements for this section

This requirement comes from **32282(a)(2)(F)**. It reads:

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

The Desert Mirage Dress Code states the following:

- a. No item can include images, lettering, or symbols related to sex, drugs, alcohol, tobacco, and related paraphernalia. Also prohibited is clothing with obscene or vulgar language, images, or symbols as well as images of weapons or violence.
- b. Shirts and blouses must completely cover the skin on all sides of the waist, even if both arms are raised. Shirts and blouses must have wide shoulder straps and cover undergarments. They must be closed or buttoned to within three inches of the indentation below the voice-box (larynx). Shirts cannot be buttoned only at the top.
- c. See-through or mesh garments are allowed if there is a dress-code conforming garment underneath.
- d. When standing, all skirts, dresses, and shorts can be no higher than 2" above the top of the kneecap.
- e. Holes in pants cannot be any higher than mid-thigh.
- f. Hats must be turned forward at all times. Please be courteous and take your hats or hoods off when in classrooms or the theater.
- g. Only Desert Mirage High School sports jerseys are allowed and must conform to parts of this Dress Code.

Coachella Valley Unified School District Board Policy 5132 (Dress and Grooming) states the following:

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction 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 the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.

SAFE INGRESS AND EGRESS

DESERT MIRAGE HIGH SCHOOL

Desert Mirage High School, per board policy, is a closed campus. There exist eight points from which the campus can be entered or exited. Toward the rear of the campus (side closest to the stadium) there are two gated areas, one between H1 and H2, used for movement to and from the Desert Mirage Bus Loop, and the other located next to the County Building and a chain-link fence. On the side of the campus closest to the gym are located four gated areas: one next to H3, two gated areas on either side of the gym and locker rooms, and a large gate between the DM and Toro Canyon campuses used mainly by maintenance staff. Next to the Girl's Locker Room is a chain link gate for entry of maintenance and delivery vehicles. The final gate is that which closes off the campus from Tyler Street, located next to the Stadium.

Next to the Administration Building (A1) and the lunch area are two gates between the Toro Canyon and DM campuses. Between A1 and the Theater are the main ingress and egress gates from the front parking lot, which include two sets of gates separated by about 60 feet. There is also a large maintenance gate situated between the H14 (Theater Building) and the H1 building.

These gates are indicated on the included map. Items marked with an asterisk are considered to be "tactical information" and are withheld from public view of this plan.

Ingress: entry to the campus is primarily through the gate between the H1 and H2 buildings and the main entry between A1 and the Theater. A limited number of students also enter through the gate between H1 and H14, the gate next to the County Building, and the gate next to H3. None of these gates close automatically.

Egress: Egress is through the same gates as those used for ingress. The main difference is that about 50% of the students leave through the H1 – H2 gate to get to the Desert Mirage bus loop, and the remainder through the A1 – Theater gate to get to the Toro Canyon bus loop.

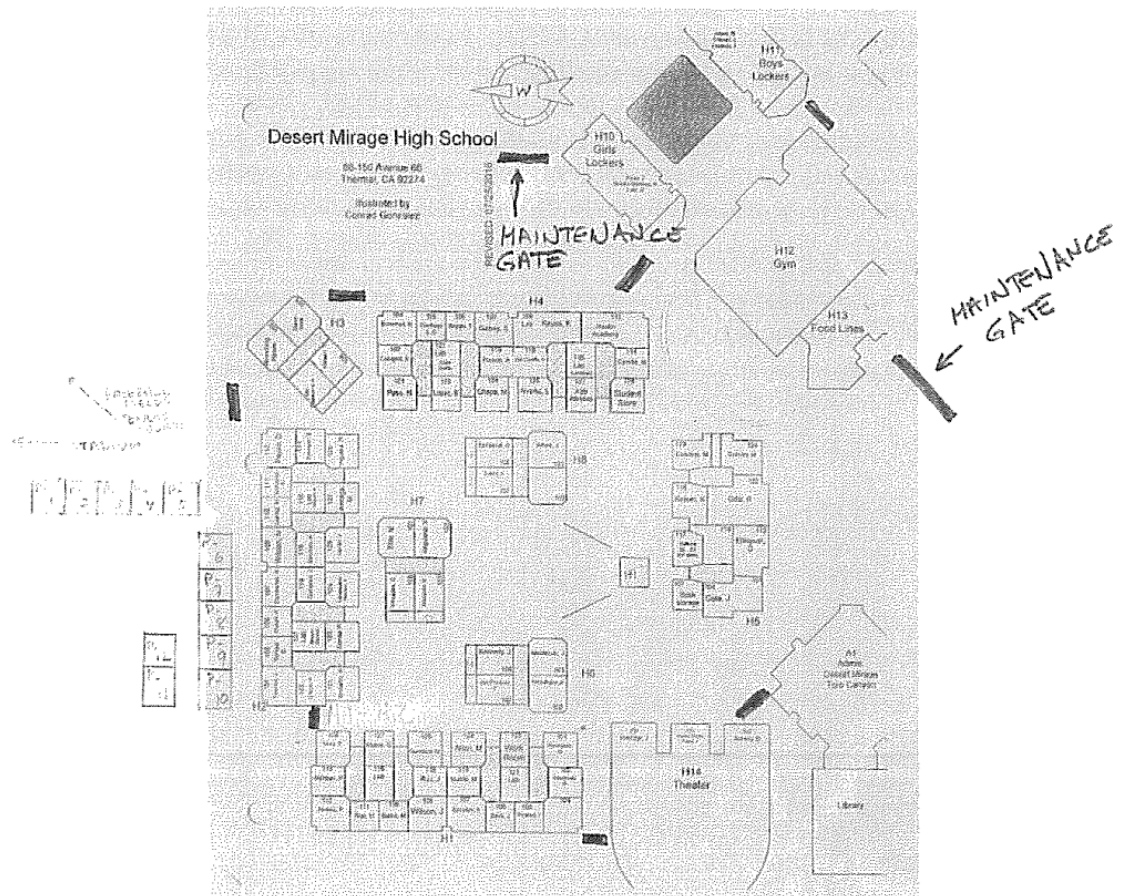
It is unfeasible to lock these gates during school hours because they are used for movement around the campus. Presentations in the Theater, or trips to the Library require going through the A1 – Theater gates, which lack closing mechanisms. Students use the H3 gate to take a shortcut to PE. Delivery vehicles constantly use the Tyler Street gate, as do faculty, students, and some parents.

DESERT MIRAGE HIGH SCHOOL

INGRESS AND EGRESS

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Safe and Orderly Environment

Surveys provided to students as part of the Western Association of Schools and Colleges (WASC) 2015-16 Self-Study and the California Healthy Kids Survey (CHKS) of 2014-15 provide indications of student feelings about school safety.

The WASC document indicates that students feel that this is a physically safe campus, but questioned whether teachers genuinely cared about them as people and as learners. Follow-up meetings with randomly selected students provided their feeling that teachers cared more about proficient learners than about students who were less than proficient.

CHKS surveys of 9th and 11th graders in the entire Coachella Valley Unified School District showed that about half of the students feel connected to their school, while about a third felt academically motivated at a high level. On the other hand, about 40% felt their teachers had high expectations. One fourth felt that they had a caring relationship with some adults on campus, and about 11% believed that they were offered the chance for meaningful participation.

CHKS also indicates that about 56% of 9th and 11th graders in our district perceive their school as safe or very safe, but 25% have suffered from some form of bullying. About 12% have been in physical fights, while 11% fear being beaten up. Another 28% have been the subject of rumors or lies.

Regarding substance abuse, 7% of 9th graders and 10% of 11th graders report having been under the influence while at school. Around 25% were current drug or alcohol users, and 5% of 9th graders and 13% of 11th graders reported as having been very drunk or high seven or more times within the past year.

Almost 30% of students reported chronic sadness or feelings of helplessness, and approximately 15% had considered suicide.

While the data from both surveys is dated, and the CHKS information is from three years ago, the WASC survey of students and faculty seem to validate the CHKS data.

Assessment of the Current Status

The data available at this time indicate that DMHS may have work to do in changing student perceptions about the school.

Maintaining a closed campus is a challenge. The multiple entry-ways and the lack of automatic door closing devices and cameras allow students to enter or leave undetected, as well as others. It is the vigilance of the DMHS Security Staff that has allowed us to operate in this manner.

School Mission Statement:

The mission of Desert Mirage High School is to prepare ALL students with the necessary skills to be college and career ready, so that they may become productive members of society.

Policies & Procedures on Positive School Climate

| Component 1 – People and Programs | | |
|--|--|--|
| Goal 1: Create a "caring and connected" school climate. (Part 2 of the "safe and orderly environment" requirement of SB 187 (Education Code Section 35294)). | | |
| | Strategies to be Used | Person Responsible |
| Objective 1: | Develop working relationships with CVUSD and outside organizations which will provide services and activities meant to develop affiliation. | G.Young |
| Objective 2: | Institute professional development for all staff to develop an understanding of our students' social, academic, and emotional needs. | E. Sotelo |
| Objective 3: | DMHS will institute the PBIS program school-wide. | Child Welfare and Attendance (training) DMHS Administration (implementation and monitoring) Staff (implementation) |
| Goal 2: (If necessary) | | |
| Goal 2 Objectives | | |

| Component 2 - Place | | |
|--|--|--------------------|
| Goal 1: Make DMHS a secure and physically safe environment | | |
| | Strategies to be Used | Person Responsible |
| Objective 1: | All staff to be trained in emergency response responsibilities. | Gladys Young |

| | | |
|------------------------|---|-----------|
| Objective 2: | Over two years, purchase and install pneumatic gate closing devices for designated ingress and egress gates. | E. Sotelo |
| Objective 3: | Purchase items needed to equip search and rescue teams. | E. Sotelo |
| Objective 4: | | |
| Goal 2: (If necessary) | | |
| Goal 2 Objectives | | |

Timeline of Major Activities

| Month | Activity | Person Responsible |
|-----------|--|---|
| March | Complete DMHS School Safety Plan | R.Mohammadi |
| April | <ul style="list-style-type: none"> ● Staff training for emergency response responsibilities at 4/5/24 staff meeting ● Drill ● Establish School Safety Committee | R.Mohammadi |
| May | <ul style="list-style-type: none"> ● Training for Student Release Team and Search and Rescue Team Leaders ● Drill ● School Safety Committee meeting to plan for August professional development session ● Meeting of School Safety Committee | R.Mohammadi |
| June | <ul style="list-style-type: none"> ● Drill ● Refinement of Safe School Plan vis-à-vis WASC recommendations ● School Safety Committee meeting to plan for August professional development session | R.Mohammadi & Safety Committee |
| July | Plan professional development session for August | R.Mohammadi |
| August | Professional development | R.Mohammadi and School Safety Committee |
| September | Drill: Duck, Cover, and Hold Meeting of School Safety Committee | R.Mohammadi Administrative Team, and Campus Security |
| October | Drill with evacuation (Great California Shakeout) | R.Mohammadi, Administrative Team, and Campus Security. |

| | | |
|----------|---|---|
| | Debriefing and meeting of School Safety Committee | All staff and faculty |
| November | Drill: Shelter-in-Place Debriefing and meeting of School Safety Committee | R.Mohammadi, Administrative Team, and Campus Security. All staff and faculty |
| December | Drill: Lockdown Debriefing and meeting of School Safety Committee | R.Mohammadi, Administrative Team, and Campus Security. All staff and faculty |
| January | Drill: Duck, Cover, and Hold Debriefing and meeting of School Safety Committee | R.Mohammadi, Administrative Team, and Campus Security. All staff and faculty |
| February | Drill: Shelter-in-Place Debriefing and meeting of School Safety Committee | R.Mohammadi, Administrative Team, and Campus Security, All staff and faculty |

Funds or resources needed to support implementation

| Objective or Activity | Resource Needed | Person Responsible |
|------------------------------|---|---------------------------|
| | Pneumatic gate closing devices for 10 designated ingress and egress gates | Elizabeth Sotelo |
| | Search and rescue supplies (flashlights, ropes, shovels, helmets, gloves, etc). | ELizabeth Sotelo |

Rules and Procedures on School Discipline

Desert Mirage High School adheres to the rules and procedures adopted by the Coachella Valley Unified School District.

Rules and disciplinary procedures are provided to parents and students when a student is registered. Parents provide their digital signature or physical signature for receipt of these rules.

Teachers review the rules during the first week of class, and provide reminders as needed.

If your school has a parent/student handbook, it should be included in this section.

Below is the text of the handbook section on discipline.

Rules & Policies

In order for Desert Mirage High School to be a safe environment and for each student to have the opportunity to learn, we need each student to do their part in following the school rules. The following rules will be in effect at all times.

School Wide:

Follow directions the first time given
Stay in assigned areas
Keep hands, feet, and objects to self
No name calling, cursing, teasing, or put-downs
No fighting

Playground Rules:

Follow directions the first time given
Use equipment properly
No fighting
Stay within assigned boundaries
Stop playing when your bell rings

School Bus Rules:

Follow directions given by driver
Stay in your seat
No pushing or fighting
No eating, drinking, or smoking

Students are encouraged to aspire to the following:

Trustworthiness
Respect
Responsibility
Fairness
Caring
Citizenship

Classroom Responsibilities & Consequences

Students and their Teachers will develop guidelines for each class. All guidelines will be posted and understood by all. Failure to follow guidelines will result in the following:

- 1st Offense** - Teacher written and/or verbal warning
- 2nd Offense** - Parent Contact, by teacher
- 3rd Offense** - Student Time-Out with another teacher
- 4th Offense** - Parent/Student/Teacher Conference
- 5th Offense** - Referral to Assistant Principal

The following Offenses will result in Suspension/Expulsion

Violent physical contact (fighting, threatening)

Use, possession or distribution of a controlled substance, including alcohol or tobacco

Possessed, sold, or furnished any firearm, knife, explosive or other dangerous object that may be injurious to another student

Vandalism or willful defacing of school property, including arson

Bomb threats or false alarms

Extorting money or property by threatening, stealing or concealing stolen property

Sexual Harassment or bullying of any type

Hall Passes

Students must have a valid Administrative Hall Pass to be out of class while school is in session.

Off-Limit Areas

Students should arrive at school **no earlier than 6:00 A.M.** Some areas are considered **Off-Limits due to safety factors. Some general guidelines to follow:**

1. Students may only be in a hallway or room when teachers are present.
2. All parking lots and driveways are off limits except for arriving and departing.
3. Loitering and playing in the restrooms is prohibited.
4. Students are allowed in the Office for official business only. Students report to the Attendance Office Window prior to entering Office.
5. Students are not allowed to loiter at the bike racks.
6. Hallways are off limits before starting time and lunchtime.

Buses

Bus transportation is a privilege and not a right. Proper bus conduct on buses is essential at all times to ensure the safety of all passengers. Students who misbehave while on the bus or at the bus stop will be denied bus transportation privileges.

What to Bring to School...

Students should carry a backpack clearly labeled with his/her name. Students will need to carry their possessions with them at all times.

Necessary Supplies

All students are required to have a notebook. If you do not have a notebook, it will affect citizenship and cooperation as mentioned in GRADING GUIDELINES and consequently affect your academic grades. Pencils, pens, erasers, 3-hole lined paper, clearly labeled backpack, and other teacher requested items are also items students are required to have.

Optional Supplies

Rulers and calculators

What Not to Bring to School...

Students will agree to restrict the following:

- Ø No Gum or Candy
- Ø No Skateboards
- Ø No Sunflower Seeds
- Ø No Rollerblades
- Ø No Electronic Devices (such as radios, walkmans, pagers, video cameras, tape/DVD players)
- Ø No Toys
- Ø No Large Sums of Money
- Ø No Articles of Value

Desert Mirage High School is **not** liable or responsible for any personal items brought to campus including jewelry, large amounts of money or any of the above-mentioned items.

Guidelines for Student Dress

Outer garments will adhere to current dress code as defined by the Coachella Valley Unified School District School Board policy. Students may dress in regular street clothing so long as it adheres to the district guidelines for appropriate student dress. Any student inappropriately dressed will be sent to the office for a loaner t-shirt or phone call home for appropriate clothing.

Litter

Keeping our campus clean is everyone's responsibility. Gum chewing is unacceptable. Trash Cans are provided for litter and trash. They are to be used for that purpose. There are also bins for recycling bottles and cans.

Sexual Harassment

The district strongly condemns, opposes and prohibits sexual harassment whether verbal, physical, or environmental.

ANY STUDENT WHO ENGAGES IN SEXUAL HARASSMENT OF ANYONE MAY BE SUBJECT TO DISCIPLINE, UP TO AND INCLUDING EXPULSION.

Verbal Sexual Harassment: Offensive, degrading comments used to describe an individual, jokes or slurs, graphic or derogatory verbal comments about individual's body and graphic or verbal abuse of a sexual nature, also, any verbal sexual advances or propositions.

Visual Sexual Harassment: Offensive posters, invitations, cards, notes, cartoons, graffiti, drawings, objects or gestures.

Physical Sexual Harassment: Unwelcome or offensive touching or impeding or blocking movement.

STUDENTS AND/OR EMPLOYEES HAVE THE RIGHT TO FILE A COMPLAINT WITH THEIR SCHOOL ADMINISTRATOR OR THE NEXT IN COMMAND.

Student Eligibility for School Activities, Clubs, and Organizations

All students are encouraged to participate in the extensive Co-Curricular and Extra-Curricular activities at school (during school, after school, holidays, weekends, and vacations). Only Students in good standing may participate. An absence from school on the day of the activity will result in a student not being able to attend that activity. Students must maintain a "C" average and good Citizenship to participate in all school activities.

Student Parking Permits

Designated student parking is located in front of the theater.

All student drivers who intend to park on campus must have a **Valid Desert Mirage Parking Permit**. You may obtain a parking permit. Students who park on campus without a Valid Desert Mirage Parking Permitting will risk the possibility of their cars being towed away. The requirements for parking permits are as follows:

Must possess a California Driver's License

Current Automobile Registration

Proof of Current Automobile Insurance

Main Office A-1

Office hours 6:30 AM to 3:00 PM.

The office is a busy place. Students reporting to the Principal, Assistant Principal, Counselor, Health Office, or attending to other business of importance, should report to the main desk. The office is to be used in a business-like manner. We ask all students to observe the following rules:

1. Enter the office after having been given permission from a teacher or aide. Only those needing assistance may enter the office.
2. The office should be quiet at all times.
3. When students are admitted into the office and requested to sit and wait, students should sit quietly.

Telephones Office telephones are not available for student use except in an emergency.

Visitors

We encourage visitors to our campus. All visitors must report to the Main Office before going to any area on the school campus. Parents or guardians of students attending Desert Mirage High School are always welcome. **Students from other schools, friends, or relatives are not permitted to visit students or accompany students to classes during school hours.** Teachers are available to meet with parents before and after school. We encourage appointments to be scheduled with the school secretary at least one day in advance.

Leaving School

Desert Mirage High School has a closed campus. Once students arrive on campus, they are to remain on campus for the remainder of the school day, unless checked out at the Attendance Office by a parent. If a student becomes ill during the school day, he/she will be sent to the office with a pass. If necessary, parents will be contacted.

Homework

Homework is an important part of a student's learning experience. **Students will be assigned homework** and are expected to complete and turn in homework when it is due. As a general rule, students can expect one to one and a half hours of homework each

night. Homework helps students develop good habits of independent study. The teachers do not always assign homework. Much of it is the student's responsibility. Homework should consist of:

1. *Completing work not finished in class*
2. *Practicing work learned in class for better understanding*
3. *Doing extra work (learning more about the subject)*
4. *Doing long-range assignments, special projects and book reviews, and extra credit work*
5. *Reviewing material prior to tests*

The amount of time a student devotes to homework each night will depend on how well they: organize work, manage time, and devote attention to work. An absent student should contact a classmate for missed assignments. If the absence will be more than three days, a student or parent should request homework assignments through the **Attendance Office**. Upon return to school from being absent, each student is responsible for asking all teachers what assignments, quizzes, tests, etc., have been missed. Student will be held accountable for making up this work. Remember, **this is the student's responsibility**, not the teacher's.

Student Attendance

California law requires students to attend school regularly and promptly. Student Attendance is a necessary ingredient for student success. Daily attendance at Desert Mirage High School will provide students with a rich and multifaceted educational experience. In the event that your son/daughter is absent from school, for whatever reason, It is imperative that parents notify the school as soon as possible. After three days of absence, a parent should request homework assignments through the Attendance Office. Homework may be picked up in the school office after 3:00 P.M. Reasons for an excused absence include:

1. Illness of student
2. Student Medical/Dental Appointments
3. Student attendance at funeral of an immediate family member
4. Quarantine of student household as directed by Department of Health
5. Participation in religious instruction or exercise in accordance with district policy.
6. Other reasons considered legitimate by the Principal or Designee.

All other reasons not listed above are considered unexcused. Remember: Call Desert Mirage High School at 760-848-1396 or 760-848-1383. if your child is going to be absent for any reason.

Excessive Absences

Excessive unexcused absences during a session may result in a failing grade due to lack of participation. No student shall fail a class without notification, in writing, from the school to the parent/guardian advising them that the student's unexcused absences may jeopardize the student's grade(s). Attendance will be monitored and reported to Child Welfare & Attendance when there is a problem.

Truancy

Truancy is defined as leaving campus or being absent from class without permission. If a student is missing, his/her name will be sent to the Assistant Principal. A Readmit Slip will be required from the Assistant Principal or designee to return to the classroom.

Tardy Policy

Tardy means arriving late to school or late to class. Three tardies will result in a conference with the Counselor/Teacher including a parent conference. The Assistant Principal will deal with extreme cases.

Withdrawal from School

Parents should notify the school office prior to moving to a new location. The new school names should be made available to the office. A clearance sheet must be signed by all teachers and the Library Technician and returned to the office prior to leaving. All textbooks/library books must be returned or paid for. If not returned withdrawal will not be permitted.

Liability for Use of School Property, Books, and Equipment

The students and his or her parent/guardian shall be held financially liable to the school for all the property loaned to the student that is not returned upon demand. In addition, liability extends to the damage of the same school property. Failure to compensate the school for loss, theft, or damage of school property may result in the withholding of grades, transcripts, and diploma. a new location. The new school name should be made available to the office. A clearance sheet must be signed by all teachers and the Library Technician and returned to

the office prior to leaving. All textbooks/library books must be returned or paid for. If not returned withdrawal will not be permitted.

Health Office

ALL STUDENTS MUST HAVE AN UP-TO-DATE EMERGENCY CARD ON FILE IN THE HEALTH OFFICE. THESE ARE USED WHEN WE MUST CONTACT PARENTS IN AN EMERGENCY. Up-to-date immunizations must be in order. If a child is to receive any medication during the school day, the parent/guardian must notify the school in writing.

The Health Office is located in the Administration Building. If a student becomes ill or needs first aid, report to your teacher and request a pass to the Health Office. Report to the main office and you will be taken care of by the office staff. If it is at the end of a period or during passing time, a pass from your next period teacher is required. This applies to all classes including P.E. Only in cases of emergency will a student without a pass be seen. Other than providing first aid, we are unable to offer any treatment or provide any medication unless it's brought from home and under the direction of a physician. **Any required medication, including aspirin,** must be kept and taken in the Health Office and dispensed according to the instructions. *Parent/Guardian and doctor authorizations are required. Students taking on-going medication should pick up a form in the office.*

Library

A school ID is required to check out books and reference materials from the library. Books are checked out for a two-week period and reference materials are checked out for one day only. Computers are available for research.



COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

CHILD WELFARE AND ATTENDANCE/BIENESTAR ASISTENCIA ESTUDIANTEL

87225 CHURCH STREET PO BOX 84 THERMAL CA 92274-0847

Telephone: (760) 848-1161 Fax: (760) 399-0057

PERFECT ATTENDANCE POLICY

Coachella Valley Unified School District will recognize students who do not miss any instructional time during an academic year. This means that a student must be both present at school and they must respect the daily schedule. (Missed days, late arrivals, and getting picked up early from school, are detrimental to student learning).

Perfect Attendance recognition will be given at the end of the academic year to students who have met these requirements:

- **Present every school day**
- **No tardies**
- **No getting picked up early from school**
- **School Sponsored Activities will NOT count against Perfect Attendance**
- **Saturday School will not count for Perfect Attendance**

Our Perfect Attendance policy begins the first day of the school year and ends the last day of the school year. Recognition at the end of the year is for students who attended school every day.

We appreciate your help in encouraging good attendance, since this is necessary for your child to have the best educational experience.

POLÍTICA DE ASISTENCIA PERFECTA

El Distrito Escolar Unificado del Valle de Coachella reconocerá a los estudiantes que no pierden tiempo de instrucción durante un año académico. Esto significa que un estudiante debe estar presente en la escuela y debe respetar el horario diario. Días perdidos, llegadas tardías, y ser recogidos temprano por la escuela, son perjudiciales para el aprendizaje de los estudiantes.

Reconocimiento por Asistencia Perfecta se dará al final del año académico a los estudiantes que han cumplido con estos requisitos:

- **Presente cada día escolar**
- **Sin tardanzas**
- **No ser recogido temprano de la escuela**
- **Actividades patrocinadas por la escuela no perjudicarán Asistencia Perfecta**
- **La escuela en sábados no contará para la Asistencia Perfecta**

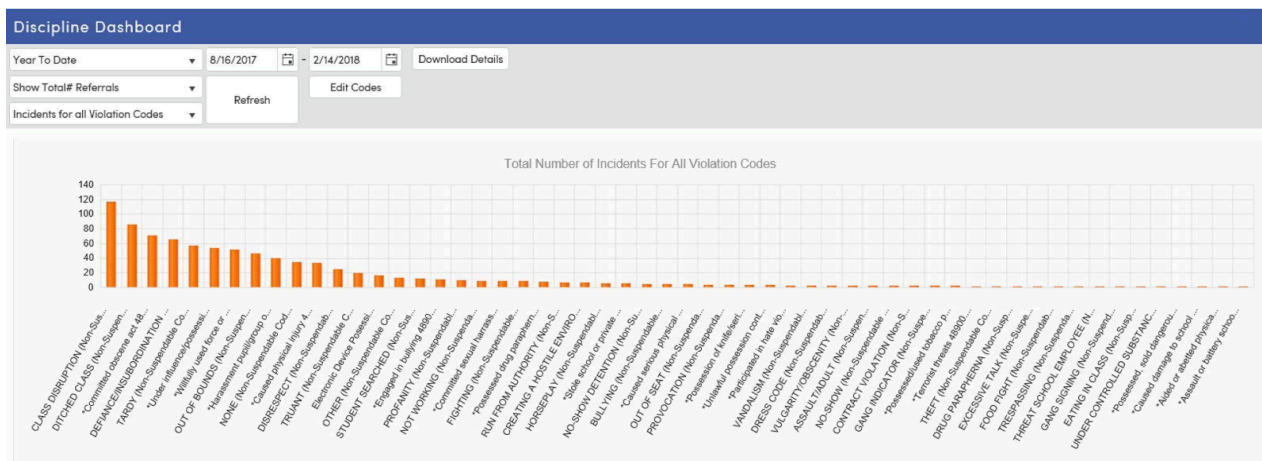
Nuestra Política de Asistencia Perfecta comienza el primer día del año escolar y termina el último día del año escolar. Reconocimiento al fin del año es para estudiantes que asistieron a la escuela todos los días. Agradecemos su ayuda en fomentar buena asistencia, ya que esto es necesario para que su hijo tenga la mejor experiencia educativa.



Desert Mirage High School Multi-Tiered Support System

The PBIS Alternative Learning Center (ALC) is intended as a Tier 2 measure available to all students that have not responded to Tier 1 support. Students needing a targeted intervention to address the vast number school-wide academic and behavior concerns will be serviced and tracked for response to intervention. The ALC will support the school-wide expectations of safety, responsibility, and respect by providing a safety net for students. By reducing the number of out-of-school suspensions, identifying academic, social-emotional, and behavioral needs, and tracking the impact of interventions we expect the climate and culture of Desert Mirage High School to improve significantly.

Successful individual student behavior support is linked to host environments that are redesigned & supported to be effective, efficient, durable, & relevant for all students (Zins & Ponte, 1990)



Desert Mirage Behavior Incident Referrals for 2017-2018 year to date total 749+

The PBIS/ALC framework is designed as a MTSS system of equitable behavioral support for all students. The emphasis is on preventing problem behavior, developing prosocial skills, and data-based problem solving for existing behavior and academic concerns. It is not a curriculum or a program, it is a research-based framework that Desert Mirage High School continually builds upon and refines to meet the changing needs of our community.

Key Components

- Identify goals and desired academic and social outcomes
- Establish and develop school-wide systems
- Select and implement evidence-based practices

UNIVERSAL SCREENING

Collect and Use Data to Guide Decision-Making

Tier 1 Process

- Universal Support as outlined in the “Rough Draft PBIS Handbook” written by Michelle Lutz & Janelle McDaniel, previously handed to _____ by BTSA Support Provider _____.
- PSR (Positive Supports Referral)

Tier 2 Process

- Behavior Support Plans/ SABA Tracking
- Review and enhance Tier 1 support based on data.
- Create Student Assistance Teams (SAT) - counselor, department head, teacher
- Identify evidence-based Tier 2 interventions - see Resources
- Use data to identify students in need of Tier 2 interventions - PSR's
- Match students to appropriate interventions
- Behavior Support Plans/ SABA Tracking

Tier 3 Process

- Outside referrals for Mental Health
- Manifestation Determination Meeting (SPED)
- *Resources are still in process*

Tier 2 Interventions in the MTSS/ALC

Tier 2 systems of support include an ALC that will:

- **Intervene Academically**

ALC teacher will be teaching PBIS lessons, BASIC CCCSS Math, ELA/ELD, Academic Seminar lessons every hour. Students will then complete work from the class they missed or other missing work, as determined by grade review.

ALC teacher will be utilizing community and service learning options

- **Intervene Social/Emotional/Behavior**

ALC Teacher will be explicitly teaching identified replacement behaviors targeted in the school- wide Behavior Matrix. ALC Teacher will contact parent or guardian depending on frequency of visit, communicate with parent liaison, admin, case carriers (sped) and classroom teachers for data to support interventions. Special Education students will have access to a Paraprofessional. ALC teachers will have access to the referral process for Tier 3.

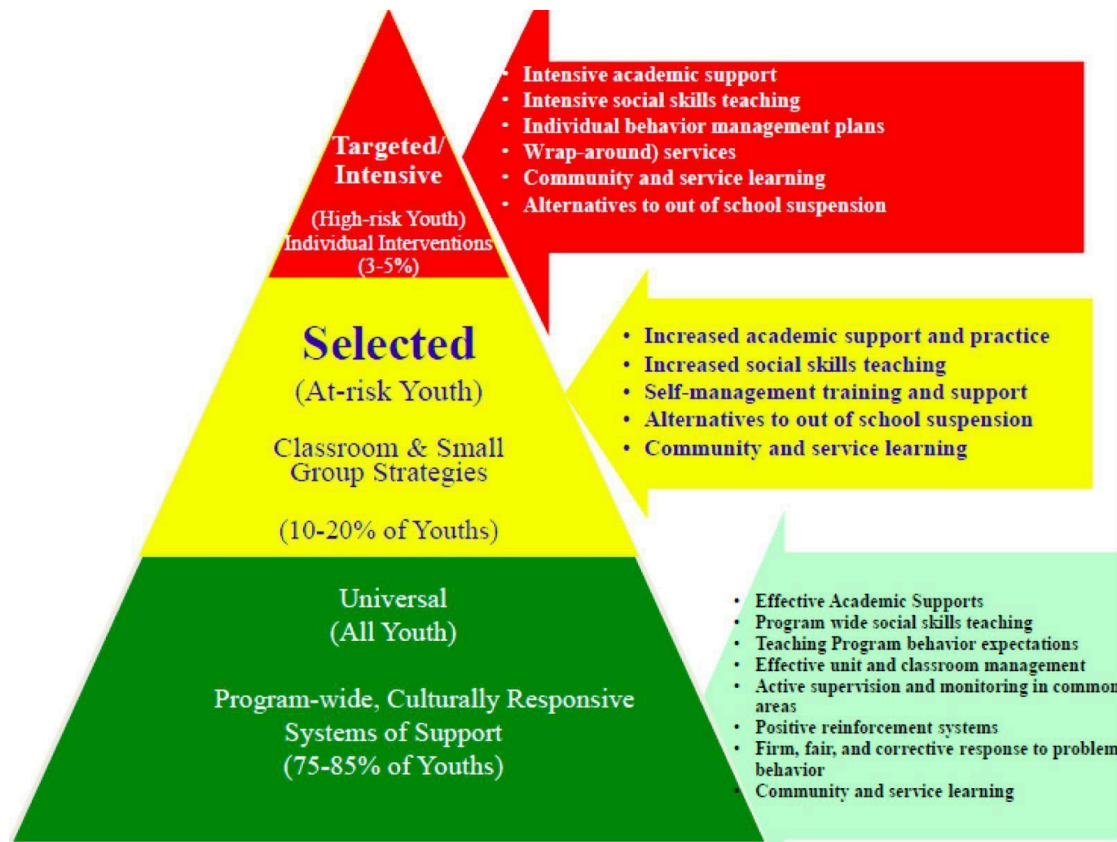
Tier 3 Interventions in the MTSS/ALC

Tier 3 systems of support include an ALC that will:

- Provide information to counselors, parents and teachers for outside services
- Allow for pull-out servicing from Coun

Data Management and Collection

- *Tier II or III MTSS - PBIS Support Request (PSR)
- *Surveys (School Climate and PBIS)
- *School-wide Observations
- *Performance Reports - CAASPP/ ELPAC
- *Attendance/Tardy Reports
- *Safety walk-through Reports
- *BSP (Behavior Support Plan)



Initial Implementation 6-8 Weeks

The initial focus of the program is to reduce the number of incidents for misbehavior, from non-suspendable to serious violations of the California Education Code 48900.

The PBIS/MTSS ALC teacher will assist site administration in beginning to identify tier one, tier two, and tier three students by addressing the vast amount of mis-behaviors such as persistent tardiness, disrespectful communication with adults and other students, and non-violent Ed Code violations.

The PBIS/MTSS ALC teacher, PBIS team, and site administration will review and assess academic, attendance, and behavior data on each student entering the PBIS ALC. All students initially entered the PBIS ALC as tier addressed and assessed as tier one students. The frequency of specific returning to the ALC will determine whether a tier one, tier two, or tier three student. The respective student's counselor and parents will be contacted to assist in redirecting inappropriate behavior. The process in itself is time consuming, but will significantly begin to reduce the number of students in PBIS tiers 2 and 3.

Once the number of tier 2 students have been reduced and the truly tier 2 and tier 3 students have been identified, the ALC teacher will begin a system of discussions with each of these student to help them guide them to replace their current behaviors with responsible, respectful and safe actions, and to practice these behaviors establishing and maintaining a campus of students that are socially and culturally literate, thereby able to be College and Career ready individuals in our community.

Current Data

Current Data on Referrals this year is 749+

Current Data on ELA underperforming for grades 364 students

El-PAC Testing *in process*

Math Testing *in process*

ELA Testing *in process*

Ongoing MTSS/RTI

*PBIS Team will continue to provide Professional Development to Staff based on data collection of behavior and academics through the ALC and other data systems.

* Saturday Academy

* After School Upgrade

* Student Study Teams

Resources

Desert Mirage Special Education Student's IEP at a Glance

Desert Mirage Classroom Textbooks and Supports

Rosetta Stone

Academic Seminar Lessons

EXPO Alternative Learning

Center <https://www.pbis.org>

CASSP Practice Tests online CASSP

<http://www.caaspp.org/practice-and-training/index.html>

<http://www.caaspp.org/ta-resources/practice-training.html>

<http://www.caaspp.org/practice-and-training/index.html>

WWW.PBISWORLD.COM



Wellness Center Referral Form

Please use this form to refer a student to the Wellness center.

[alicia.zamorano@cvusd.us](#) [Switch account](#)

 Draft saved

Your email will be recorded when you submit this form

Name of person referring student

Your answer

Role on campus

- ☐ Admin
- ☐ Academic Counselor
- ☐ Latino Commission
- ☐ Teacher/staff

First name of student

Your answer

Last name of student

Your answer

grade

- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

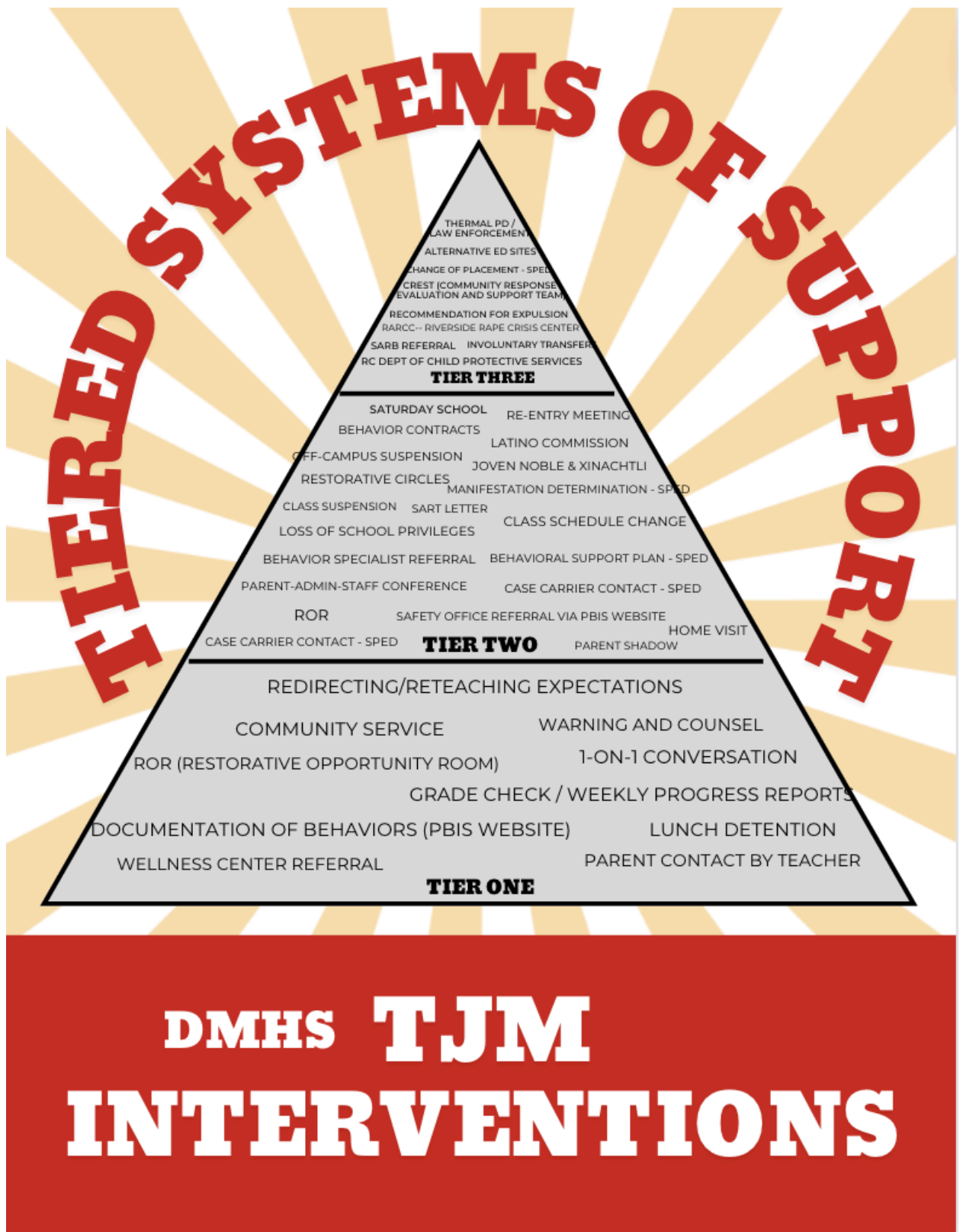
Reason for referral? Please briefly explain the reason for this referral. What services do you feel they would benefit most from? I.e. Small group, 1:1 mentoring, coping skills, social/emotional support etc.

Your answer

Submit

Clear form

Never submit passwords through Google Forms.





Desert Mirage High School Code Rams' – Universal Expectations Matrix



| Expectations | To and From School | Passing Periods | Bathroom | Lunch Area | Library/ Office | Assembly | Theatre, Gym, and Extracurricular Activities |
|----------------------|--|---|---|--|--|---|---|
| Be Respectful | <ul style="list-style-type: none">• Remain in authorized areas.• Exit campus promptly• Use appropriate language• Place trash in the designated receptacles• Follow adult directions politely• Share your space with other riders.• Be on time! | <ul style="list-style-type: none">• Use appropriate language and "inside voices"• Respect others' personal space and belongings• Use electronic devices appropriately | <ul style="list-style-type: none">• Respect others' personal space and privacy• Use appropriate language and "inside voices"• Use bathroom appropriately.• Keep bathrooms neat and clean | <ul style="list-style-type: none">• Clean up after yourself• Use appropriate language and "inside voices"• Respect school property | <ul style="list-style-type: none">• Respect office/library staff and resources• Return materials promptly• Practice patience, wait your turn• Use appropriate language and voice level• Follow rules | <ul style="list-style-type: none">• Respect school property• Give presenter your full attention• Sit in an appropriate fashion• Use positive words• Leave when prompted | <ul style="list-style-type: none">• Be attentive and positive• Applaud/cheer appropriately• Turn off all electronic devices• Be on time! |
| | Be Responsible | <ul style="list-style-type: none">• Plan your day in advance• Bring all necessary items with you to school• Maintain control of your personal items• Be on time! | <ul style="list-style-type: none">• Have a pass if you're in the walkway during class time• Walk at appropriate pace• Be on time! | <ul style="list-style-type: none">• Flush when you are done• Clean up after yourself• Inform staff of any problems with the bathrooms• Quickly use bathrooms during passing periods | <ul style="list-style-type: none">• Stay in the lunch area for the entire lunch period• Go to class when bell rings• Use trash cans and recycling bins appropriately | <ul style="list-style-type: none">• Check out all materials prior to leaving library• Treat others with kindness and respect• Seek help when needed• Return materials promptly• Remain focused on your task | <ul style="list-style-type: none">• Remain with your group• Keep cell phones off and put away• Keep remarks and gestures positive and polite• Give presenter your full attention• Remain seated• Be on time! |
| Be Safe | <ul style="list-style-type: none">• Think and act wisely• Use good decision-making skills to avoid conflicts• Report inappropriate behaviors• Remain seated while the bus is in motion• Be on time! | <ul style="list-style-type: none">• Be aware of your surroundings• Keep your hands and feet to yourself• Keep walking path clear• Walk at all times | <ul style="list-style-type: none">• Keep the bathrooms neat and clean• Wash your hands• Dispose of personal items appropriately | <ul style="list-style-type: none">• Clean up spills• Wash your hands before and after eating• Keep walkways clear• Stay in designated lunch area | <ul style="list-style-type: none">• Be honest about the purpose of your visit• Practice patience; wait your turn• Take responsibility for actions and accept consequences graciously• Conduct business in a timely manner | <ul style="list-style-type: none">• Enter/Exit in a quiet, orderly fashion• Keep remarks and gestures positive and polite• Sit in appropriate areas• Cooperate with all adult requests• Remain seated | <ul style="list-style-type: none">• Keep remarks and gestures positive and polite• Enter and exit at appropriate times• Be responsible for your actions• When in gym, use equipment appropriately• Follow rules of area |

Hate Crime Reporting

Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

Hate-Motivated Behavior

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

(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 and Graffiti)

(cf. [5136](#) - Gangs)

(cf. [5137](#) - Positive School Climate)

(cf. [5141.52](#) - Suicide Prevention)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5147](#) - Dropout Prevention)

(cf. [5149](#) - At-Risk Students)

The following optional paragraph should be revised to reflect district practice.

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

(cf. [1020](#) - Youth Services)

(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

(cf. [1700](#) - Relations Between Private Industry and the Schools)

(cf. [5148.2](#) - Before/After School Programs)

(cf. [5148.3](#) - Preschool/Early Childhood Education)

(cf. [6020](#) - Parent Involvement)

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. [6142.4](#) - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

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

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Grievance Procedures

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

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [5131](#) - Conduct)

(cf. [5144](#) - Discipline)

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

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

(cf. [5145.7](#) - Sexual Harassment)

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

(cf. 3515.3 - District Police/Security Department)

(cf. [4158/4258/4358](#) - Employee Security)

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

(cf. [6164.2](#) - Guidance/Counseling Services)

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[32282](#) School safety plans

[48900.3](#) Suspension for hate violence

[48900.4](#) Suspension or expulsion for threats or harassment

PENAL CODE

[422.55](#) Definition of hate crime

[422.6](#) Crimes, harassment

CODE OF REGULATIONS, TITLE 5

[4600-4687](#) Uniform Complaint Procedures

[4900-4965](#) Nondiscrimination in elementary and secondary education programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

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

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

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

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

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

WEB SITES

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

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

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

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service:

<http://www.usdoj.gov/crs>

Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

adopted: March 10, 2015 Thermal, California

Bullying Prevention Policies & Procedures

Policy COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

Bullying

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

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

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. [5145.2](#) - Freedom of Speech/Expression)

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

(cf. [0420](#) - School Plans/Site Councils)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

(cf. [6020](#) - Parent Involvement)

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

(cf. [1020](#) - Youth Services)

Bullying Prevention

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

(cf. [5137](#) - Positive School Climate)

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

(cf. [6142.8](#) - Comprehensive Health Education)

(cf. [6142.94](#) - History-Social Science Instruction)

(cf. [6163.4](#) - Student Use of Technology)

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

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

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

Intervention

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

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

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

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other

school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. [6164.2](#) - Guidance/Counseling Services)

Complaints and Investigation

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. [1312.3](#) - Uniform Complaint Procedures)

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

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

Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

- (cf. [5144.1](#) - Suspension and Expulsion/Due Process)
- (cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. [6159.4](#) - Behavioral Interventions for Special Education Students)

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

- (cf. [4117.3](#) - Dismissal)
- (cf. [4118](#) - Suspension/Disciplinary Action)
- (cf. [4119.21/4219.21/4319.21](#) - Professional Standards)
- (cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

- [200-262.4](#) Prohibition of discrimination
- [32282](#) Comprehensive safety plan
- 32283.5 Bullying; online training
- [35181](#) Governing board policy on responsibilities of students
- [35291-35291.5](#) Rules
- [48900-48925](#) Suspension or expulsion
- [48985](#) Translation of notices
- [52060-52077](#) Local control and accountability plan

PENAL CODE

- [422.55](#) Definition of hate crime
- [647](#) Use of camera or other instrument to invade person's privacy; misdemeanor
- [647.7](#) Use of camera or other instrument to invade person's privacy; punishment
- [653.2](#) Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

- [4600-4687](#) Uniform complaint procedures

UNITED STATES CODE, TITLE 47

- 254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

- [35.107](#) Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

- [104.7](#) Designation of responsible employee for Section 504
- [106.8](#) Designation of responsible employee for Title IX
- [110.25](#) Notification of nondiscrimination on the basis of age

COURT DECISIONS

- Wynar v. Douglas County School District, (2013) 728 F.3d 1062
- J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
- Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

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

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

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

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

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

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office:

<http://www.cde.ca.gov/ls/ss>

Common Sense Media: <http://www.common sense media.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

U.S. Department of Education: <http://www.ed.gov>

adopted: March 10, 2015 Thermal, California

| | |
|--|---|
| Comprehensive School Safety Plan (CSSP) Template Self-Monitoring Tool California Education Code Sections 32280–32289 | Coachella Valley Unified School District Adapted from the CDE <i>Comprehensive School Safety Plan</i> <i>Self-Monitoring Tool</i> |
|--|---|

| CSSP Requirements | Education Code | Located in Section |
|---|---------------------|--------------------|
| Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is composed of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee. | 32281.(b) | |
| SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan. ✓ Identify tactical info. | 32281. (b)(3) | |
| The Comprehensive School Safety Plan includes, but is not limited to: a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ul style="list-style-type: none"> • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data | 32282. (a)(1) | |
| b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety. | 32282. (a)(2) | |
| The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety. | 32282. (a)(2) | |
| The Comprehensive School Safety Plan must include all of the following: | 32282. (a)(2) | |
| A. Child Abuse Reporting procedures | 32282. (a)(2)(A) | |
| B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities. | 32282. (a)(2)(B) | |

| CSSP Requirements | Education Code | Located in Section |
|---|----------------------------------|--------------------|
| i. Earthquake emergency procedures that include: <ul style="list-style-type: none"> • A school building disaster plan • A drop procedure • Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools • Protective measures to be taken before, during, and after an earthquake • A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system | 32282. (a)(2)(B)(i) (I-IV) | |
| ii. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare. | 32282. (a)(2)(B)(ii) | |
| C. Policies and procedures which lead to suspension and/or expulsion. | 32282. (a)(2)(C) | |
| D. Procedures to notify teachers of dangerous pupils. | 32282. (a)(2)(D) | |
| E. Policy prohibiting discrimination, harassment, intimidation, and bullying. | 32282. (a)(2)(E) | |
| F. Provisions of any school site dress code, including prohibition of “gang-related” apparel. | 32282. (a)(2)(F) | |
| G. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including procedures for visitor access to the school campus. | 32282. (a)(2)(G) | |
| H. Goals and plans that create a safe and orderly environment conducive to learning at the school. | 32282. (a)(2)(H) | |
| I. The rules and procedures on school discipline. | 32282. (a)(2)(I) | |
| J. Hate crime reporting procedures and policies. | | |
| The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus. | 32282.1 | |
| The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. | 32284. | |
| The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year. | 32286 | |
| The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included. | 32288 | |

| CSSP Requirements | Education Code | Located in Section |
|--|------------------|--------------------|
| The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site. | 32288. (b) | |
| <p>Public View version available for review during business hours.</p> <p>NOTES:</p> <ul style="list-style-type: none"> ● Remove Tactical Information from Public View copy. ● Recommended review procedures: <ul style="list-style-type: none"> i. ID check ii. Staff present during review. iii. No copies. ● Do need to comply with a CA Public Information Act request. | 32288. (b)(2) | |