

# Comprehensive School Safety Plan

---

2025 - 2026

## San Pasqual Union School San Pasqual Union School District

Mark Burroughs, Superintendent/Principal  
15305 Rockwood Road  
Escondido, 92027  
760-745-4931

### Board Members

Kami Goe, President  
Christy Gourley, Vice President  
Laurissa Murray, Clerk  
John Merz, Trustee  
Amelia Redmond, Trustee

### Superintendent

Mark Burroughs

**NOTE: Tactical information is excluded from the public inspection document.**

**Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)**

**In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)**

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 the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

#### **Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan**

Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website and in the Family Handbook.

San Pasqual Union School District Comprehensive School Safety Plan	Section A 1 of 6	2/10/26
---	---------------------	---------

# Table of Contents

## Main Plan

CONTENTS	Section
Development of the Comprehensive School Safety Plan	A
Communicating the Plan to the Public	
Minutes from School Site Council Approval of Plan	
Assessment of the Current Status of School Crime and Safety - CONFIDENTIAL	B
Risk Assessment	
Threats & Procedures for Conducting Tactical Responses to Criminal Incidents - CONFIDENTIAL	C
Procedures To Assess and Respond to Dangerous, Violent and Unlawful Activity	D
Disaster Procedures - CONFIDENTIAL	E
Campus Overview and Maps	E1
Evacuation And Emergency Area Maps	
Emergency Operations Overview	E2
Incident Command Team Organizational Chart	E3
Incident Command Team Personnel	
Office Roles During Evacuation	
Disaster Service Worker Status	E4
Emergency Communications	E5
Emergency Notifications To Campus	
Emergency Notifications To Outside Entities	
Emergency Notification Information	
Standardized Emergency Response Actions	E6
Emergency Facilities	E7
Emergency Supplies/Disaster Containers	E8

## HAZARD/THREAT SPECIFIC ANNEXES

CONTENTS	Section
----------	---------

Active Shooter/Armed Assailant - CONFIDENTIAL	F1
Bomb Threat - CONFIDENTIAL	F2
Earthquake	F3
Fire	F4
Fire (Wildfire)	F5
Intruder - CONFIDENTIAL	F6
Unplanned Power Outage	F7
Air Quality & Wildfire Smoke Annex	F8

## FUNCTIONAL ANNEXES

CONTENTS	Section
Most Prevalent General Emergency Response Procedures Functional Annex A	G
On-Site Evacuation	G1
Off-Site Evacuation	G2
Structured Reunification – See also Functional Annex B	G3
Shelter-In-Place	G4
Secure Campus - CONFIDENTIAL	G5
Lockdown - CONFIDENTIAL	G6
Duck, Cover, and Hold On	G7
Reunification Plan Functional Annex B	H
Incident Command Team Position Guides - CONFIDENTIAL Functional Annex C	I
Initial Damage Assessment Functional Annex D	J
Evacuation Planning for Special Needs Functional Annex E	K

## NON-EMERGENCY POLICIES, PLANS, AND PROCEDURES

CONTENTS	Section
Child Abuse Reporting Procedures	L
Suspension & Expulsion Policies	M
Procedures For Notifying Teachers of Dangerous Pupils	N
Discrimination & Harassment Policy	O
School-Wide Dress Code Prohibiting Gang Attire	P
Safe Ingress and Egress	Q
Safe And Orderly Environment	R
Rules And Procedures on School Discipline	S
Hate Crime Reporting	T
Bullying Prevention Policies & Procedures	U
Outside Agency Use of Facilities	V

## ADDITIONAL REQUIREMENTS

CONTENTS	Section
Opioid Prevention Plan	W
Workplace Violence Prevention Plan	X
Annual Review	Y
Instructional Continuity Plan	Z
Sudden Cardiac Emergency (SCA) Incident Plan	AA
Immigration Enforcement Plan	BB

# Section A

## Development of the Comprehensive School Safety Plan

**EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.**

**Education Code 32281**

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
  - (A) The principal or the principal’s designee.
  - (B) One teacher who is a representative of the recognized certificated employee organization.
  - (C) One parent whose child attends the school.
  - (D) One classified employee who is a representative of the recognized classified employee organization.
  - (E) Other members, if desired.
- (3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

**THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:**

TITLE	NAME
Principal/Designee	Mark Burroughs, Superintendent/Principal // Nicole Zdunich, Assistant Principal
Certificated Employees	Amanda Diegel, Keith Haman, and Megan Mueller, SSC Teacher Representatives
Classified Employees	Ray Sifuentes, Maintenance/Facilities/Transportation Director Jenny Grassy, Administrative Assistant/Office Manager Adriana Mokhtari and Barbara Satkowski, SSC Representatives
Parents	Bryn Butolph, SSC President Tierra Esani, La'Toya Frietas, Tiffany Zumwalt, SSC Parent Representatives
Law Enforcement Agency (Consult)	Josh DaFoe, SDPD
Fire Department (Consult)	Jeff Murdoch, Escondido Fire Department Emergency/Disaster Preparedness Manager
Other First Responder (Consult)	Matthew Zdunich, SDPD

# Communicating the Plan to the Public

---

School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site:	San Pasqual Union School
Dates:	December 2, 2025
Location:	15305 Rockwood Road, Escondido, CA 92027 – Trussell Hall

The School Community was notified of the review of the Comprehensive School Safety Plan through the School Site Council and Board Meeting agendas and supporting documents posted on the school's website at least 72 hours prior to each meeting.

---

## Minutes from School Site Council Approval of Plan

SSC Notes 12-2-25

# Section AA

## Sudden Cardiac Arrest (SCA) Incident Plan

---

*In compliance with California Assembly Bill 2887*

### 1. Purpose

The purpose of this Sudden Cardiac Arrest (SCA) Incident Plan is to establish clear procedures and responsibilities to prevent, recognize, and respond to incidents of sudden cardiac arrest on school grounds or during school-sponsored activities. This plan fulfills the requirements of California Education Code Sections updated under AB 2887 (effective January 1, 2025).

---

### 2. Definitions

- Sudden Cardiac Arrest (SCA): A life-threatening condition in which the heart unexpectedly stops beating, causing loss of consciousness and collapse.
  - Automated External Defibrillator (AED): A portable electronic device that analyzes heart rhythm and delivers an electric shock to help re-establish an effective heart rhythm.
  - Trained Responder: Any staff member, coach, or volunteer who has completed CPR and AED training consistent with the American Heart Association (AHA) or American Red Cross guidelines.
- 

### 3. Prevention & Education

#### 3.1 Training Requirements (AB 2887)

The school will ensure:

- All athletic coaches, including walk-on coaches, complete annual training in SCA recognition and response, including warning signs and the emergency action plan.
- Training is completed before supervising students.

- Training may be completed through California-approved online modules or AHA/Red Cross training.

### 3.2 Parent/Guardian Information

For all students participating in school-sponsored athletics:

- Parents/guardians shall receive annual information on SCA warning signs, risks, and emergency response procedures.
- Signed acknowledgment forms will be collected annually, consistent with AB 2887 and the Eric Paredes Sudden Cardiac Arrest Prevention Act.

### 3.3 Student Education

Student-athletes will receive age-appropriate education on:

- SCA warning signs
  - The importance of reporting symptoms
  - Emergency procedures during practice and games
- 

## 4. Recognition of SCA

Staff shall treat the following as signs of possible SCA:

- Sudden collapse or unresponsiveness
- No breathing or gasping breathing
- Seizure-like activity immediately following collapse
- Absence of pulse (if trained to check)

If any of these symptoms occur, staff will immediately initiate the emergency response procedures below.

---

## 5. Emergency Response Procedures

### 5.1 Immediate Actions

When a student, staff member, or visitor collapses or is suspected of experiencing SCA:

#### 1. Assess Responsiveness

- Tap and shout.
- If unresponsive and not breathing normally, proceed immediately.

#### 2. Call 9-1-1

- Provide school name, address, exact location, and that a suspected sudden cardiac arrest event is occurring.

#### 3. Activate Internal Emergency System

- Use the school's designated communication method (intercom, radio, or runner) to announce:  
    *"Medical Emergency—AED Needed at [Location]."*

#### 4. Begin CPR

- Trained responders begin high-quality, hands-only CPR until the AED arrives.

#### 5. Retrieve & Apply AED

- The nearest available staff member retrieves the AED.
- Trained responder powers on AED and follows voice prompts.
- Continue CPR between AED prompts.

### 5.2 Continue Care Until EMS Arrives

Staff will:

- Follow AED prompts
  - Continue CPR with minimal interruptions
  - Designate individuals to guide EMS to the scene
  - Clear the area around the victim while maintaining privacy and safety
- 

## **6. AED Readiness & Placement**

### **6.1 AED Locations**

The school shall maintain AEDs in easily accessible, unlocked, and clearly marked locations such as:

- Main office
- Gymnasium/athletic facilities
- Nurse/health office
- Any additional locations required by Education Code §49417 and AB 2009/AB 2887

### **6.2 Inspection & Maintenance**

- AEDs will be inspected periodically for battery status, pad expiration, and readiness indicators.
  - Documentation of inspections will be maintained by the site administrator or designee.
  - Pads and batteries shall be replaced prior to expiration.
  - AEDs will be tested after each use and returned to service promptly.
-

## 7. Roles & Responsibilities

### Site Administrator

- Ensure implementation of the SCA plan.
- Maintain AED inventory and inspection logs.
- Ensure all athletic coaches complete required trainings.
- Conduct annual review and update of this plan.

### School Nurse or Health Clerk

- Assist with annual staff training.
- Monitor AED supplies and coordinate replacements.
- Maintain medical emergency response records.

### Athletic Director / Coaches

- Complete annual SCA training prior to supervising students.
- Review emergency procedures with teams each season.
- Carry communication devices during practices and games.
- Ensure AED access at all school-sponsored athletic events.

### All Staff

- Know the location of AEDs.
- Respond according to training.
- Immediately alert administration and call 9-1-1 during any suspected SCA event.

## 8. Post-Incident Review

After any SCA event:

1. Administrator initiates an internal review within 72 hours.
2. AED event data shall be downloaded and shared with EMS providers as required.
3. Staff involved shall receive debriefing and support.
4. The site reviews the effectiveness of the response and updates procedures if needed.

Documentation of the incident and review shall be kept as required by Education Code and local policy.

---

## 9. Annual Review & Practice Drills

Consistent with AB 2887:

- This SCA Incident Plan will be reviewed annually as part of the Comprehensive School Safety Plan update.
  - Schools shall conduct at least one annual practice drill simulating SCA response, including AED retrieval and communication procedures.
  - Drill outcomes will be documented and used to improve response times.
- 

## 10. Accessibility

This plan will be:

- Posted in the Comprehensive School Safety Plan
- Available for staff during annual safety training
- Available to parents/guardians upon request

# **Section BB**

## **Immigration Enforcement Response Plan**

---

*In compliance with California Assembly Bill 49 and Senate Bill 98*

### **1. Purpose**

The purpose of this Immigration Enforcement Response Plan is to ensure that students, families, and staff are protected during any attempted immigration enforcement activity on or near school grounds. This plan satisfies the requirements of AB 49, SB 98, and the California Attorney General’s “Model Policies for Protecting the Rights of Immigrant Students.”

The plan aims to:

- Promote safe and welcoming school environments
- Protect student privacy and educational access
- Establish procedures for responding to any immigration enforcement actions

---

### **2. Legal Authority & Policy Foundations**

#### **2.1 California Education Code Requirements**

This plan is based on:

- Education Code §234.7 – Protecting student information and access to schools regardless of immigration status
- Education Code §§32280–32289 – Comprehensive School Safety Plan requirements
- Education Code §35182.5 – Prohibiting school officials from collecting citizenship status except as required by federal law

#### **2.2 AB 49 (2019) – Immigration Enforcement**

AB 49 requires every district and school to:

- Adopt written policies limiting assistance with immigration enforcement
- Ensure staff receive annual training
- Require immigration enforcement officers to present a judicial warrant before entering nonpublic school areas
- Promptly notify the superintendent and legal counsel of any immigration enforcement request or arrival

### 2.3 SB 98 (2020) – Protecting Student & Family Privacy

SB 98 strengthens restrictions on:

- Providing personal student information to immigration authorities
- Allowing access to school surveillance data
- Sharing directory information without explicit parental consent

---

### 3. Definitions

- *Immigration Enforcement Agent*: Any officer from ICE, CBP, DHS, or other federal immigration agency.
- *Judicial Warrant*: A warrant issued by a federal judge or magistrate.  
(Administrative ICE warrants do not authorize entry into nonpublic school areas.)
- *Nonpublic School Area*: Any area of campus not accessible to the general public (classrooms, offices, playgrounds, student areas).
- *Public Area*: Spaces open to the public during normal school hours (front lobby, main office reception).

---

#### **4. Guiding Principles**

1. Schools are safe zones: Immigration enforcement actions should not occur on school campuses.
2. Education access is protected: A student's immigration status must never be a barrier to enrollment or participation.
3. Confidentiality is required: Schools must safeguard student and family information as required by FERPA and state law.
4. Staff are not immigration agents: Staff must not participate in immigration enforcement actions.

---

#### **5. Procedures for Handling Immigration Enforcement Attempts**

##### **5.1 If an Immigration Enforcement Officer Arrives On or Near Campus**

Staff must:

1. Stay calm and respectful.
2. Ask the officer to remain in the public area (e.g., front office lobby).
3. Request and visually inspect identification.
4. Request a judicial warrant before allowing any access beyond public areas.
  - Administrative ICE warrants (I-200, I-205) are not sufficient.
5. Do NOT provide any assistance, information, or access until authorized by:
  - Superintendent
  - District legal counsel

6. Immediately notify:

- Site administrator
- Superintendent
- District legal counsel

7. Document the encounter, including:

- Name and agency of the officer
- Time and nature of the request
- Any documents presented
- Who was notified

**Staff must NOT:**

- Allow the officer to enter nonpublic areas
- Engage in questioning
- Provide student information or records
- Facilitate student removal
- Interfere physically with the officer
- Confirm or deny any individual's presence on campus

## **5.2 If the Officer Presents a Judicial Warrant**

The site administrator shall:

1. Request to review the warrant and compare the names/locations with the request.
  2. Take a photograph or scan of the warrant.
  3. Contact the superintendent and legal counsel for direction.
  4. Escort the officer only if directed by legal counsel and/or superintendent.
  5. Ensure student and staff safety during all actions.
- 

## **5.3 If Immigration Enforcement Occurs Near Campus**

- The school shall not alert families through automated systems unless directed by the superintendent (to prevent misinformation and panic).
  - Staff shall maintain normal school operations.
  - Students must not be released to anyone other than individuals listed on emergency cards.
-

## 6. Student Information & Records Protections (AB 49 + SB 98 + FERPA)

Schools and staff are prohibited from:

- Collecting information on citizenship or immigration status
- Sharing any student information with immigration authorities unless:
  - A judicial warrant or subpoena is provided
  - Directed by legal counsel
- Sharing directory information without opt-in parent consent

School staff shall:

- Immediately notify the superintendent and legal counsel if an agency requests student data
- Log all requests for records
- Provide parents/guardians copies of any subpoenas or warrants involving their child, unless legally prohibited

---

## 7. Communication with Students & Families

### 7.1 If a Student Is Detained or At-Risk

The school shall:

- Make every reasonable effort to contact parents/guardians immediately
- Ensure siblings are not left unattended
- Maintain the student's privacy
- Allow students to call parents or caregivers as appropriate

## 7.2 Parent Communication Protocol

Should the school become aware of immigration activity affecting students:

- Communications will be accurate, trauma-informed, and legally compliant
  - No personally identifying information will be shared
  - Communications will be available in families' primary languages
- 

## 8. Staff Training Requirements

Annual training shall be provided to all certificated and classified staff, including:

- Overview of AB 49/SB 98 and Education Code §234.7
- School procedures for responding to immigration enforcement
- Student information privacy requirements
- Non-discrimination obligations
- Trauma-informed responses to student concerns
- Review of this Immigration Enforcement Response Plan

Training must be documented and archived.

---

## 9. Campus Access & Visitor Requirements

- All visitors must sign in and present valid identification.
- Law enforcement officers—including immigration agents—may not bypass security procedures unless permitted by law or court order.
- Officers without judicial warrants shall not be granted access to nonpublic areas.

---

## 10. Post-Incident Procedures

If an immigration enforcement incident occurs:

1. Ensure immediate student safety and support
2. Notify superintendent and legal counsel
3. Provide counseling and emotional support services
4. Document the incident, including:
  - Officers involved
  - Time, date, location
  - Actions taken
  - Directions provided by district leadership
5. Conduct a debrief with relevant staff
6. Update procedures if needed

---

## 11. Annual Review

This plan shall be:

- Reviewed annually as required by the Comprehensive School Safety Plan process
- Updated to reflect changes in state or federal law
- Shared with staff, parents, and community stakeholders

## Section D

# Procedures To Assess and Respond to Dangerous, Violent, and Unlawful Activity

San Pasqual Union School adheres to the following Procedures to assess and respond to dangerous and unlawful activity.

The San Pasqual Union School is committed to assessing and responding appropriately to dangerous, violent, and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment, and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management, and other needed resources along with law enforcement may conduct an investigation into violent, dangerous, and unlawful activities. Depending on the investigation outcomes, administration will follow San Pasqual Union School District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

The San Pasqual Union School adheres to the following Law Enforcement Notification Matrix:

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> <li>• Bomb threat/Suspicious package</li> <li>• Firearm on campus</li> <li>• Explosive on campus</li> <li>• Fire</li> <li>• Immediate risk of harm to student(s) and/or staff</li> <li>• Intruder on campus</li> <li>• Medical emergency</li> <li>• Possible abduction</li> </ul>	<ul style="list-style-type: none"> <li>• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902)               <ul style="list-style-type: none"> <li>○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement</li> </ul> </li> <li>• Report of sexual assault or battery (Grades 4-12) (EC 48902)               <ul style="list-style-type: none"> <li>○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse</li> </ul> </li> <li>• Homicidal threat (Grades 6-12) (EC 49390)               <ul style="list-style-type: none"> <li>○ Any action that creates a <b>reasonable suspicion</b> that the student is preparing to commit a homicidal act related to school or a school activity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Physical attack, assault or threat toward employee (EC 44014)</li> <li>• Possession of controlled substance (EC 48902)</li> <li>• Possession of other dangerous weapon (EC48902)               <ul style="list-style-type: none"> <li>○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.</li> </ul> </li> </ul>

# Section E

## DISASTER PROCEDURES

---

### E4 - Disaster Service Worker Status

---

All public employees are required to take an "Oath of Allegiance" (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

*California Government Code* (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

### 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.)*

Per Administrative Regulation 4112.3:

*"All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. 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 or by law."* (Government Code 3100-3102).

# F3 - EARTHQUAKE

<b>BEFORE</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond</li> <li>2. Prevent and mitigate injury, death and damage to property during an earthquake</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide training on how to mitigate damage from an earthquake to staff</li> <li>b) Duck, Cover and Hold On Drills and Evacuation Drills</li> <li>c) Ensure proper maintenance of emergency supplies and command kits</li> <li>d) Implement mitigation strategies to prevent injury from flying and falling objects</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Stock emergency supplies and command kits annually</li> <li>b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan</li> <li>b) Duck, Cover and Hold On and Evacuation drills</li> <li>c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets)</li> <li>b) Ensure emergency supplies and command kits are stocked</li> </ol> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in Duck, Cover, and Hold-On drills</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets</li> </ol>

<b>DURING</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Make proper notifications</li> <li>2. Assess the situation</li> <li>3. Conduct appropriate response procedures</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) If possible, make notify to staff and students to Drop, Cover and Hold On and any other required emergency procedures</li> <li>b) Call 9-1-1 if necessary</li> <li>c) Notify Superintendent’s Office and/or EOC</li> <li>d) Staff provides accountability report and situation status of any hazards</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs</li> <li>b) Work with District office for assistance needed</li> <li>c) Implement other emergency procedures based on the analysis</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Implement evacuation and other emergency procedures as needed</li> <li>b) Ensure every student and staff members is accounted for</li> <li>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) If possible, notify staff and students to Duck, Cover, and Hold On. <ul style="list-style-type: none"> <li>● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris</li> </ul> </li> <li>b) Call 9-1-1 if necessary</li> <li>c) Notify the Superintendent’s Office or EOC of situation of any significant injuries or damage <ul style="list-style-type: none"> <li>● Determine who will inform public information media as appropriate.</li> </ul> </li> <li>d) Determine whether to close school. If school must be closed, notify staff members, students and parents</li> </ol>

Goal 2 Actions

- a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
- b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions

- a) Ensure staff and students implement Duck, Cover and Hold On, evacuation and other important emergency procedures
- b) Implement accountability procedures
- c) If there is evidence of a gas leak, designate someone to turn off gas valves
- d) Activate the Incident Command Team, if necessary
  - Search and Rescue
  - First Aid/Medical
  - Reunification Team
- e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders
- f) Implement Reunification Plan as necessary (See Functional Annex B)
- g) Post guards a safe distance away from building entrances to assure no one re-enters
- h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

**STAFF ACTIONS:**

Goal 1 Actions

- a) Provide accountability report to Incident Command/administration.
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration
- c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

- a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
- b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

- a) Give Duck, Cover and Hold On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows
- b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
- c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
- d) Check for injuries and render First Aid
- e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation
- f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack
- g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris
- h) If Incident Command Team is activated, fill designated position
- i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible
- j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official

Goal 3 Actions – Outside Buildings

- a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury
- b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet

- c) After shaking stops, check for injuries, and render first aid
- d) Check attendance. Report any missing students to principal/site administrator
- e) Stay alert for aftershocks
- f) Keep a safe distance from any downed power lines
- g) Do NOT re-enter building until it is determined to be safe
- h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area
- i) If Incident Command Team is activated, fill designated position

**During non-school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

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

**AFTER**

Goal:

1. Effectively communicate to all stakeholders
2. Engage in physical, academic, business and social/emotional recovery
3. Determine campuses' response strengths, areas from improvement and steps to improvement

Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Determine needs in physical/structural, academic, business and social/emotional recovery</li> <li>b) Coordinate with district office and/or EOC to implement recovery efforts to restore school operations</li> </ul> <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ul>
Courses of Action:	<p style="text-align: center;"><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery</li> <li>b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: <ul style="list-style-type: none"> <li>● Academics recovery <ul style="list-style-type: none"> <li>○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction</li> <li>○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later)</li> <li>○ Re-evaluate the curriculum</li> <li>○ Integrate students into other school districts</li> <li>○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment</li> </ul> </li> <li>● Physical and structural recovery <ul style="list-style-type: none"> <li>○ Assess and repair structural and physical damage</li> <li>○ Clean the facility(ies)</li> <li>○ Remove health and safety hazards</li> <li>○ Coordinate donations and volunteers</li> <li>○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials</li> <li>○ Resume other school support, such as full transportation and food services</li> </ul> </li> </ul> </li> </ul>

- Business functions recovery
  - Create agreements for prioritized services during and after an emergency
  - Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services
  - Restore business services, such as payroll, accounting systems, and personnel records
  - Register displaced students in other school districts
  - Securely share relevant education records with school districts receiving students displaced by the emergency
  - Request emergency funding to pay for immediate cleanup and repair  
Access long term recovery funding through loans, community grants or federal support
  
- Social, emotional, and behavioral recovery
  - Provide Psychological First Aid for Schools (PFA-S)
  - Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health
  - Monitor attendance, grades, and counselor's visits
  - Ensure that staff and teachers have access to Employee Assistance Programs
  - Make individual and group crisis counseling available
  - Refer students, teachers, and staff to long-term interventions, if needed
  - Provide trauma- and grief-focused school-based mental/behavioral health programs
  - Provide support to caregivers to help prevent or reduce compassion fatigue

Goal 3 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

**STAFF ACTIONS:**

Goal 2 Actions

- a) Participate in the after-action report process
  - Participate in any determined corrective actions discovered in the after-actions process

**REFERENCES**

# Staff Actions During an Earthquake

## When Inside Buildings:

1. Give "Duck, Cover, and Hold On" command
2. Instruct students to:
  - Move away from windows, bookshelves, and heavy suspended light fixtures
  - Get under sturdy furniture with back to windows
3. Maintain protected position for at least two minutes
4. Check for injuries and render First Aid
5. If evacuation is necessary:
  - Wait for announcement or assess need independently
  - Check evacuation path before proceeding
  - Avoid routes with heavy architectural ornaments over entrances
  - Bring attendance roster and emergency backpack
6. Have all individuals cover heads with book or other hard surface while evacuating
7. Do not re-enter the building

## When Outside Buildings:

1. Direct students to move away from:
  - Buildings
  - Trees
  - Streetlights and signs
  - Vehicles
  - Overhead utility wires
2. Instruct students and staff to:
  - Drop to the ground onto hands and knees
  - Cover head, neck, and face with arms
3. After shaking stops:
  - Check for injuries and render first aid
  - Take attendance and report missing students
4. Stay alert for aftershocks
5. Maintain safe distance from downed power lines
6. Do NOT re-enter buildings until declared safe

## Additional Responsibilities:

- Extinguish flames and turn off power to equipment, if possible
- Provide accountability report to Incident Command/administration
- Report any hazards or situations needing attention
- If activated, fill designated position on Incident Command Team
- Participate in after-action review process
- Implement any corrective actions identified in after-action review

Remember: Your primary duty is to ensure the safety of your students. Stay calm and lead by example.

# Duck, Cover, and Hold on Drill Script

Drill: [Great American Shakeout](#)

Emergency: [Duck, Cover, Hold on](#)

## DRILL (Great CA Shakeout)

Attention please, your attention please.

Today, on 10/16 @ 10:16am, San Pasqual Union School joins thousands of schools across the State of California in the Great CA Shakeout.

This event is designed to prepare our students, staff, and visitors to respond and keep us safe in the event of an earthquake.

Today we will be practicing the emergency action DUCK, COVER, and HOLD ON.

Please note, this is NOT a real emergency, this is only a drill.

The DUCK, COVER, and HOLD ON drill will begin in 5 seconds.

*After 5 seconds . . .*

Attention students, staff, and visitors, you are now instructed to DUCK, COVER, and HOLD ON. I repeat, DUCK, COVER, and HOLD ON now.

*Wait 30 seconds . . .*

The drill will continue for 30 more seconds.

*Wait 30 seconds . . .*

The DUCK, COVER, and HOLD ON drill is now over and we have issued the ALL CLEAR.

Please note that if this was a real earthquake, we would have EVACUATED to the playground area.

Thank you for your participation in the Great CA Shakeout.

You may now resume regular school activities.

**EMERGENCY**

*“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.”*

I repeat . . .

*“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.”*

# F4 - FIRE

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".

<b>BEFORE</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Prevent fire on campus</li> <li>2. Reduce or prevent the risk of injury to individuals and damage of property from fire</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Store combustible materials in fireproof containers</li> <li>b) Follow Fire Code and district rules regarding fire prevention.</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide fire prevention training to staff</li> <li>b) Hold Fire Drills</li> <li>c) Maintain an adequate supply of fire extinguishers</li> <li>d) Ensure proper maintenance of fire prevention equipment.</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Review school fire codes annually</li> <li>b) Send list of school fire codes to staff annually, including before/after school program staff</li> <li>c) Ensure teachers and staff are using Fire Marshall-approved fire retardant classroom decorations, including before/after school classrooms</li> <li>d) Ensure combustible materials are stored in fireproof containers</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan</li> <li>b) Provide fire prevention materials to before/after school program staff.</li> <li>c) Hold fire extinguisher training for staff</li> </ol>

- d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus
- e) Hold required number of fire drills and vary the situation to improve staff and student response

**STAFF ACTIONS:**

Goal 1 Actions

- a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
- b) Become familiar with and only use Fire Marshall-approved fire retardant classroom decorations

Goal 2 Actions

- a) Take fire extinguisher training or read about/[watch video on how to use a fire extinguisher](#)
- b) Read any fire prevention materials provided by administration
- c) Participate and lead students in fire drills

<b>DURING</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Protect life and implement Evacuation</li> <li>2. Prevent property damage by preventing spread of fire</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Evacuate individuals from school buildings in a timely manner</li> <li>b) Conduct accountability procedures in a timely manner</li> <li>c) Provide First Aid/Medical</li> <li>d) Alert Fire Department</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Implement strategies while evacuating which will prevent the spread of fire</li> <li>b) Notify Fire Department and other entities of hazards and vulnerabilities</li> <li>c) Notify District Office/facilities</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Sound the fire alarm to implement evacuation of the building</li> <li>b) Immediately evacuate the school using the primary or alternate fire routes</li> <li>c) Notify the Fire Department (call 911)</li> <li>d) Ensure all staff and students are accounted for</li> <li>e) Activate the Incident Command Team <ul style="list-style-type: none"> <li>• Direct search and rescue team to be sure all students and personnel have left the building</li> <li>• Activate First Aid/Medical/Triage team as necessary</li> </ul> </li> <li>f) Ensure that access roads are kept open for emergency vehicles</li> <li>g) If needed, notify bus dispatch for off – site evacuation</li> <li>h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so</li> </ol> <p><u>Goal 2 Actions</u></p>

- a) Remind staff to close doors when exiting classrooms/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
  - Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

**STAFF ACTIONS:**

Goal 1 Actions

- a) Evacuate students from the building using primary or alternate fire routes
- b) When evacuating, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the Principal/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building
- f) Serve in any position assigned on the Incident Command Team

Goal 2 Actions

- a) Shut classroom or office door after all individuals have exited
- b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

**AFTER**

Goals:	<ol style="list-style-type: none"> <li>1. Provide necessary attention to people and property to ensure continued safety and security</li> <li>2. Determine campuses' fire response strengths, areas for improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Implement Reunification Plan if necessary <ul style="list-style-type: none"> <li>● Assess needs of individuals and campus including: <ul style="list-style-type: none"> <li>● Mental health care</li> <li>● Debris removal</li> <li>● Soot/smoke (odor) removal including HVAC system</li> <li>● Restoration/fixes</li> </ul> </li> </ul> </li> <li>b) Based on needs assessment establish and implement plan to provide care for people and restore the property</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Activate the Reunification Plan if necessary</li> <li>b) Conduct an assessment of needs of campus individuals and buildings</li> <li>c) Determine whether mental health services need to be provided</li> <li>d) Determine the restoration, debris removal and soot/smoke removal needs</li> <li>e) Based on assessment, implement needed services</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future response</li> <li>d) Implement steps to improvement</li> </ol> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Implement Reunification Plan if necessary</li> <li>b) Assist in identifying needs for mental health, restoration, debris removal, etc.</li> <li>c) Facilities/maintenance should contact physical recovery company to clean and remove debris</li> <li>d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to:</li> </ol>

	<p>1) know the function/importance of and 2) know the cost of replacement</p> <p>e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary</p> <p><u>Goal 2 Actions</u></p> <p>a) Participate in after-action report process</p>
--	--

## Staff Actions During a Fire

# Immediate Response

## When You Hear the Fire Alarm:

1. Remain calm and act quickly
2. Evacuate students from the building immediately
3. Use primary or alternate fire routes as appropriate
4. Take emergency backpack and student kits

## During Evacuation

- Maintain control of students
- Keep students a safe distance from fire and firefighting equipment
- Close classroom or office door after all individuals have exited
- Guide students to designated evacuation area

## At Evacuation Area

1. Take attendance
2. Report any missing students to Principal/designee and emergency personnel
3. Maintain supervision of students
4. Wait for all-clear before re-entering building

## Additional Responsibilities

- Serve in any position assigned on the Incident Command Team if activated
- Provide information to administration about any potential hazards noticed during evacuation (e.g., chemicals, exposed wires)
- Follow instructions from emergency responders and school administration

## After the Event

- Assist in implementing Reunification Plan if necessary
- Help identify needs for mental health services, restoration, or debris removal
- Participate in after-action report process to improve future responses

Remember: Your primary responsibility is student safety. Stay vigilant and adaptable to changing circumstances.

# F5 - FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department to act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school’s unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

<b>BEFORE</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response</li> <li>2. Develop the capacity of staff to lead students through appropriate response options</li> <li>3. Prevent the risk of injury to individuals and damage of property from wildfire</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Coordinate with local fire department to ensure an effective response to a Wildfire</li> <li>b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</li> <li>c) Develop a clear chain of command with staff</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place, and campus closure</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Store combustible materials in fireproof containers</li> <li>b) Follow Fire Code and district rules regarding fire prevention</li> <li>c) Provide fire prevention training to staff</li> <li>d) Hold Fire Drills</li> <li>e) Maintain an adequate supply of fire extinguishers</li> <li>f) Ensure proper maintenance of fire prevention equipment</li> </ol>

<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Meet, plan, and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</li> <li>b) Develop site-specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place, and campus closure</li> <li>c) Use the San Diego County “School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site-specific plans</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan</li> <li>b) Ensure combustible materials are stored in fireproof containers</li> <li>c) Provide fire prevention materials to before/after school program staff</li> <li>d) Hold fire extinguisher training for staff</li> <li>e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus</li> <li>f) Hold required number of fire drills and vary the situation to improve staff and student response</li> </ul> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher</li> <li>b) Read any fire prevention and wildfire response materials provided by administration</li> </ul> <p><u>Goal 3 Actions</u></p>
---------------------------	--

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
- c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

<b>DURING</b>	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct appropriate wildfire response actions in a timely manner  b) Conduct accountability procedures in a timely manner  c) Activate school site Incident Command Team, as necessary
Courses of Action:	<b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b>  <u>Goal 1 Actions</u> a) Work with the district office, local fire department and other responders to determine best course of action  b) Use the "Wildfire Evacuation Decision Tree" following this section.  c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes  d) Communicate plan of action to staff and students: <ul style="list-style-type: none"> <li>● voluntary evacuation</li> <li>● early dismissal</li> <li>● mandatory evacuation</li> <li>● shelter-in-place</li> <li>● campus closure</li> </ul> e) Consider the following while implementing response action <ul style="list-style-type: none"> <li>● Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)</li> <li>● Food and water</li> <li>● Transportation</li> <li>● Security and Safety</li> <li>● Communications</li> </ul> f) Contact families to notify of planned course of action  g) Activate school Incident Command Team, as necessary  h) Ensure all staff and students are accounted for  i) Ensure that access roads are kept open for emergency vehicles  j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity  k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting classrooms/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
  - Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

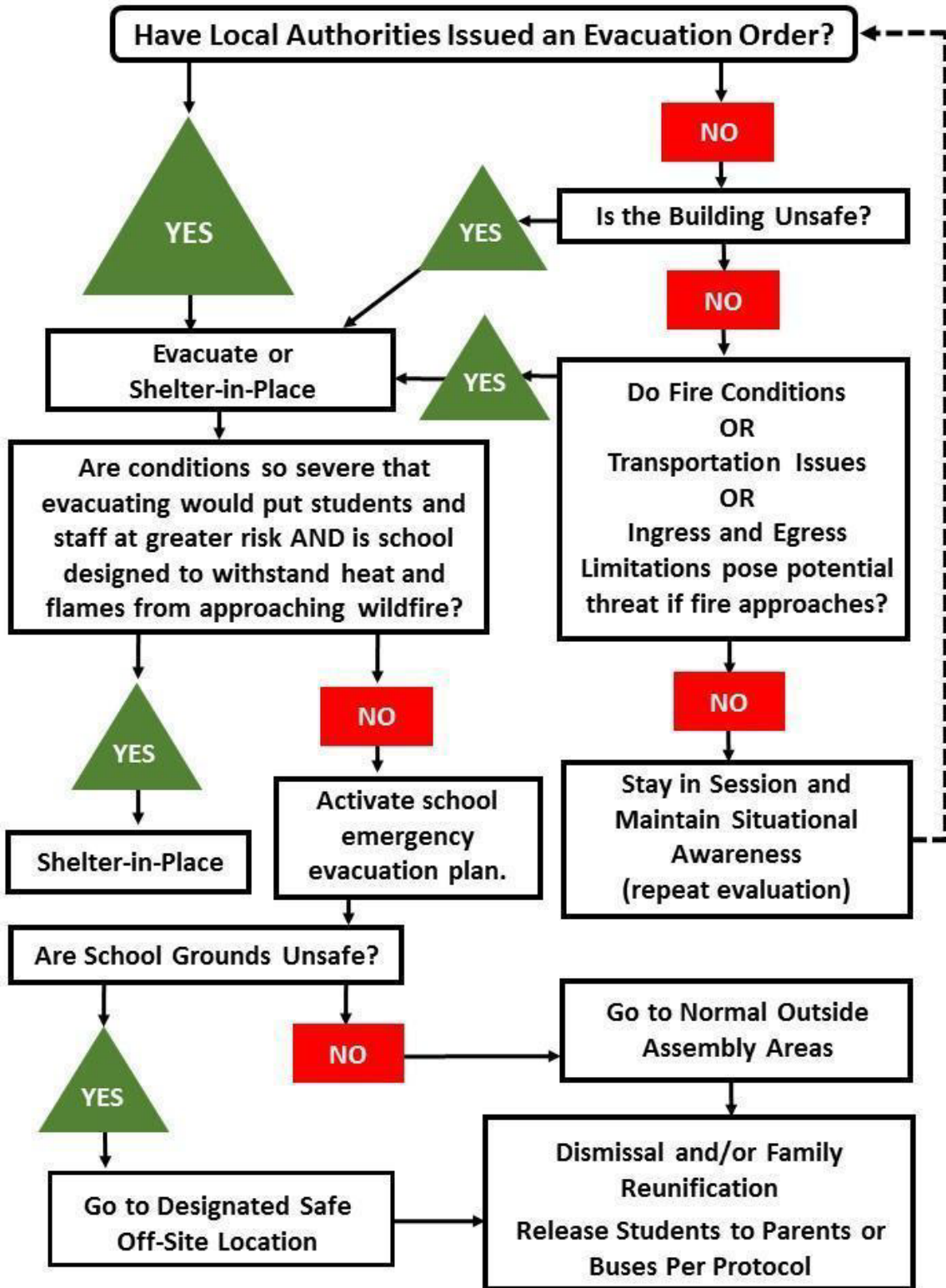
**STAFF ACTIONS:**

Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the Principal/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team
- a) Shut classroom or office door after all individuals have exited
- b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

<b>AFTER</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ol> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ol>

# WILDFIRE EVACUATION DECISION TREE



# Staff Actions During a Wildfire

## Immediate Response

- Follow directions from the Principal/Site Administrator for the appropriate action:
  - Voluntary evacuation
  - Early dismissal
  - Mandatory evacuation
  - Shelter-in-place
  - Campus closure

## If Evacuating or Sheltering-in-Place

- Grab your emergency backpack and student kits
- Lead students to designated safe areas or evacuation points
- Maintain control of students, keeping them a safe distance from fire and firefighting equipment

## Accountability

- Take attendance immediately upon reaching safe area
- Report any missing students to the Principal/designee and emergency response personnel
- Maintain supervision of students until:
  - Fire Department declares it's safe to return
  - Students are reunified with family

## Communication & Safety

- Close classroom/office door after all individuals have exited
- Inform Principal/Site Admin of any hazards noticed while evacuating:
  - Chemicals
  - Exposed wires
  - Potentially hazardous equipment

## Supporting Incident Command

- Be prepared to serve in any designated position on the Incident Command Team if asked
- Provide any relevant information to assist emergency responders

## Ongoing Responsibilities

- Keep students calm and occupied
- Listen for updates and further instructions
- Do not allow students to use cell phones unless directed (to keep lines open for emergency communications)
- Be alert for signs of smoke inhalation or distress among students

## After the Event

- Participate in the after-action report process
- Provide feedback on the response efforts
- Engage in any determined corrective actions to improve future responses

Remember: Your primary role is to ensure student safety and maintain a calm, organized environment during this emergency situation.

# F7 - Unplanned Power Outage

BEFORE	
Goals:	<ol style="list-style-type: none"> <li>1. Prevent the risk of injury to individuals and damage to property from Power Outage</li> <li>2. Develop the capacity of staff to lead students through appropriate response options</li> <li>3. Develop capacity for educational process to continue in power outages</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage</li> <li>b) Ensure portable lighting (i.e., flashlights and batteries is available at school site)</li> <li>c) Always keep hallways and pathways clear</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train staff on response actions during a power outage</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Develop a continuity of education plan for both short- and long- term power outages</li> <li>b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences.</li> <li>b) Based on the assessment determine areas for improvement and implement steps to improve</li> <li>c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting.</li> <li>d) To prevent injury, ensure staff and students keep hallways and pathways clear</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide training to staff on responding during a power outage</li> </ol> <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> <li>a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages</li> </ol>

	<p>b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue</p> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights</p> <p><u>Goal 2 Actions</u></p> <p>a) Read any emergency power outage materials provided by administration.</p> <p>b) Participate and lead students in emergency drills</p> <p><u>Goal 3 Actions</u></p> <p>a) Develop plans to provide lessons during a power outage</p>
<b>DURING</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Assess the situation</li> <li>2. Make necessary notifications</li> <li>3. Implement response actions</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs</p> <p>b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures</p> <p>c) Work with District office for assistance needed</p> <p>d) Implement other emergency procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Make notifications to the staff and students.</p> <p>b) Notify Superintendent's Office</p> <p>c) Staff provides accountability report and situation status of any hazards</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation and other emergency procedures as needed</p> <p>b) Ensure every student and staff members is accounted for</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</p>

<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations</li> <li>b) Contact the district office for any necessary assistance</li> <li>c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Notify staff and students of emergency procedures to implement <ul style="list-style-type: none"> <li>• Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris</li> </ul> </li> <li>b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage</li> <li>c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure staff and students implement evacuation or other important emergency procedures</li> <li>b) Recommend staff ensure their flashlights/emergency lighting is out and available</li> <li>c) Move any classrooms/office occupants where a complete blackout exists (no windows or natural light)</li> <li>d) Implement accountability procedures</li> <li>e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector</li> </ul>
---------------------------	---

	<p><b>STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Follow the directions of the Incident Command to carry out necessary response action</p> <p>b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits</p> <p>c) Take attendance. Report missing students to the principal/designee and emergency response personnel</p> <p>d) Continue teaching/office work if possible</p> <p>e) Serve in any designated position on the Incident Command Team.</p> <p>f) Gather any emergency lighting to have on hand.</p> <p>g) Provide information to principal/site admin regarding any hazards or vulnerabilities</p>
<b>AFTER</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campus' power outage response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Provide information to staff, parents, and students</p> <p>b) Provide information to district office</p> <p>c) Provide information to media</p> <p><u>Goal 2 Objectives</u></p> <p>a) Conduct After-Action Report process</p>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Provide critical information to the district office in order to develop effective key messages</p> <p>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</p> <p>c) Work with appropriate district department to draft talking points for phone calls and media requests</p>

Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

**STAFF ACTIONS**

Goal 2 Actions

- a) Participate in the after-action report process.
- a) Participate in any determined corrective actions discovered in the after-actions process.

# Unplanned Power Outage - Staff Response

## Initial Actions

1. Stay calm and reassure students
2. If available, turn on emergency lighting or use flashlights
3. Check immediate area for any hazards or injured individuals

## Communication

- Listen for announcements from administration
- Use cell phone or runner to contact office if needed
- Report any injuries or hazards to main office

## Classroom Management

- Keep students in current location unless directed otherwise
- Take attendance and note any missing students
- Continue instruction if possible using natural light
- If classroom is dark, move to pre-designated area with more light

## Safety Precautions

- Keep hallways and walkways clear to prevent trips/falls
- Do not use candles or other open flames
- Unplug electronic equipment to prevent power surge when restored

## Evacuation (if directed)

- Grab emergency backpack and student kits
- Lead students calmly to designated assembly area
- Take attendance again at assembly area
- Wait for further instructions from administration

## Extended Outage

- Be prepared to implement early release procedures if directed
- Assist with parent reunification process as needed

## After Power is Restored

- Check all equipment before turning back on
- Reset clocks and other devices as needed
- Participate in after-action review to improve future responses

Remember: Your calm leadership helps keep students safe and minimize disruption during an outage.

# F8 - Air Quality & Wildfire Smoke

## Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

---

This section was created and provided by the following agencies:



## Get Smart about Wildfire Smoke

### Clear Guidelines for Schools and Wildfire Smoke

---

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear state guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school districts, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts that haven't already addressed this issue to begin the conversation now. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit <https://www.arb.ca.gov/app/dislookup/dislookup.php>.

Thank you for your partnership on this critical issue.

# School Air Quality Activity Recommendations



## PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit this page to learn which District serves your area:

[www.arb.ca.gov/app/dislookup/dislookup.php](http://www.arb.ca.gov/app/dislookup/dislookup.php)

The following school activity recommendations are based on consultation with health researchers and several important studies from recent studies.

Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 <i>School districts may consider school closures based on site-by-site concerns.</i>
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.

P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes  Sensitive individuals should remain doors.*	No outdoor activity.  All activities should be moved indoors.
Athletic Practice & Training (2 - 4hrs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions.  Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions.  Sensitive individuals should remain indoors.*	No outdoor activity.  All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.**  Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.**  Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

\* Sensitive Individuals include all those with asthma or other heart/lung conditions  
California Interscholastic Federation

\*\*

\*\*\* To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

# Air Quality Guidance Template for Schools

## About the Guidelines:

- These guidelines are based on the United States Environmental Protection Agency (U.S. EPA) and Centers for Disease Control's [Air Quality and Outdoor Activity Guidance for Schools](#) and [Wildfire Smoke: A Guide for Public Health Officials](#). The guidelines are designed to assist in your decision-making process
- Modify the template and chart as needed after consultation with your local county office of education, local school districts, local air district, and local public health experts to determine which air quality monitoring methodology, such as Air Quality Index, total emissions concentration, or other air district-recommended method best applies in your school district
- This template and chart are not intended to supersede existing guidelines and policies developed by local authorities, including the school districts or air districts
- These guidelines are intended to assist school districts in making decisions when air quality is poor. *School closure and event cancellation is ultimately a school district by school district decision based on local conditions*
- The impact of smoke depends on the sensitivity of the person and the length of exposure, as outlined in the sample chart below. Children with respiratory or heart conditions are vulnerable to poor air quality and may require extra precautions. School districts should advise parents to consult with their family health care provider

## Using the Guidelines:

- School districts will need to monitor local air quality conditions using air quality tracking tools recommended by their local air district. One example of such a tool is U.S. EPA's air quality index (AQI) available at [AirNow.gov](#). However, because other air quality tracking methodologies may be used in your jurisdiction, it is highly recommended to contact your local air district for advice on the most appropriate tools to use for your region
- School districts should make decisions about school activities and closures based on air quality measurements and local conditions, such as the availability and quality of school building air filtration and direct observation of onsite indoor/outdoor air quality
- School districts may wish to consult with their local air district regarding outdoor air and their local public health official regarding indoor air before making a final determination
- School districts should report any school closures to their County Office of Education for media notification as well as announce closures to families using normal school closure procedures

# Additional Air Quality Information & Resources

## About AirNow.gov:

- A network of monitors maintained and operated by trained government agencies
- It is recommended by many air districts, the California Air Resources Board, and U.S. EPA
- AirNow monitors form a network to track regional air quality. Pollutants like smoke tend to be well-mixed in the atmosphere and may be adequately represented by these monitors, even if a monitor is not in the same neighborhood as a school
- Uses highly accurate tools that are regularly monitored for quality control by U.S. EPA. Tools remain accurate at all levels as opposed to personal sensors like Purple Air, which overestimate (especially at AQI of 150 or higher)
- Although AirNow is relied on by many jurisdictions, please consult with your local air district about resources school districts can use that will best represent local air quality

## About Masks:

- When air is unhealthy, the best option is to reduce physical activity and stay indoors with windows/doors closed. If indoor temperature is high, get to a location with clean filtered air such as a public library, shopping mall or other building with heating, ventilation, and air conditioning (HVAC) system filtration
- Masks have limitations. Surgical gauze masks provide no protection from smoke. N95 respirator masks are designed for professional use by trained adults and are not intended for children. Therefore, masks are not recommended for children by air quality districts/public health agencies
- N95 masks require a perfect seal to be effective. If these masks are not fitted correctly, they will provide little if any protection
- Masks can exacerbate breathing difficulty for sensitive breathers or potentially cause deeper breathing, which draws particulates deeper into the lungs if they are not fitted correctly
- Masks must be kept clean and replaced frequently to be effective. If a mask is used, please refer to the mask manufacturer's recommendations on cleaning and replacement intervals

## Recommendations for Ensuring Cleaner Air at School:

- Install and maintain HVAC air conditioning system with medium or high-efficiency filtration. Install high efficiency particulate air (HEPA) filters if possible. See below for

U.S. EPA recommendations for air filtration. [https://www3.epa.gov/airnow/smoke\\_fires/indoor-air-filtration-factsheet-508.pdf](https://www3.epa.gov/airnow/smoke_fires/indoor-air-filtration-factsheet-508.pdf)

- Install portable HEPA filters in classrooms where possible
- Approved filters: <https://www.arb.ca.gov/research/indoor/aircleaners/certified.htm>
- Be sure that portable filters are sized correctly for the room
- Ensure doors and windows are sealed tightly. Minimize air movement in and out of room

# Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

## Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

## Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

## Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp>.

## National School Lunch Program Meal Reimbursement:

*Education Code* Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at <https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc>.

## Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

## Shelter in Place Script

Drill: [Shelter in Place](#)

Emergency: [Shelter in Place](#)

### DRILL

Your attention please.

I repeat, your attention please.

Su atención por favor.

Repito, su atención por favor.

Today we will be practicing our Shelter in Place drill.

This is only a drill.

Hoy practicaremos nuestro simulacro de Refugio en el Lugar.

Esto es sólo un simulacro.

A SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants.

Se implementa un REFUGIO EN EL LUGAR cuando existe la necesidad de aislar a los estudiantes y al personal del ambiente exterior para evitar la exposición a contaminantes en el aire.

When we are in a Shelter-in-place status, classroom instruction and other activities may continue although no one should leave the room until further instructions are received. 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.

Cuando estamos en estado de Refugio en el lugar, instrucciones de clase y otras actividades pueden continuar DENTRO del salon; aunque nadie deberá salir del salon hasta recibir nuevas instrucciones. Los procedimientos incluyen cerrar y sellar puertas, ventanas; cerrar los sistemas de calefacción, ventilación y aire acondicionado del salon o edificio para evitar la exposición al aire exterior; y apagar las luces.

Our Shelter in Place *drill* will begin now . . .  
Please implement shelter in place procedures.  
I repeat, please implement shelter in place campus procedures.

Nuestra practica de “refugio en el lugar” comenzará ahora. . .  
Implemente procedimientos de refugio en el lugar.  
Repito, implementen procedimientos de refugio en el salon.

All students, staff, and visitors currently outdoors should return to classrooms or other indoor spaces immediately. I repeat, all students, staff, and visitors currently outdoors should return to classrooms or other indoor spaces immediately.

Todos los estudiantes, personal y visitantes que se encuentran actualmente afuera del salon deben regresar al salon u otros espacios interiores de inmediato.  
Repito, todos los estudiantes, personal y visitantes que se encuentran actualmente al aire libre deben regresar a la clase u otros espacios interiores de inmediato.

Teachers and staff, please instruct students to return to the classroom or other inside spaces. Once that is done, close and lock all doors. I repeat, teachers and staff, please instruct students to return to the classroom or other inside spaces. Once that is done, close and seal all doors.

Maestros y personal, indiquen a los estudiantes que regresen al salón de clases u otros espacios interiores. Una vez hecho esto, cierre y bloquee todas las puertas. Repito, maestros y personal, indiquen a los estudiantes que regresen al salón de clases u otros espacios interiores. Una vez hecho esto, cierre y selle todas las puertas.

Please remain in shelter in place and await further instructions.  
I repeat, please remain in shelter in place and await further instructions.

Permanezca refugiado en su lugar y espere más instrucciones.  
Repito, por favor permanezcan refugiados en su lugar y esperen más instrucciones.

*After 2 minutes*

Thank you for your participation in the shelter in place drill. We have now issued the ALL CLEAR. The Shelter in Place drill is now over. You may return to normal school operations. Thank you for your participation.

*Después de 2 minutos*

Gracias por su participación en el simulacro de “refugio en el lugar”. Ahora hemos emitido el TODO CLARO. El simulacro de “Refugio en el Lugar” ya terminó. Puede regresar a las operaciones escolares normales. Gracias por su participación.

**EMERGENCY**

# Section G

## FUNCTIONAL ANNEXES

### MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES

---

#### FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- G1 - On-Site Evacuation
- G2 - Off-Site Evacuation
- G3 - Reunification (See also Functional Annex B – Reunification Plan)
- G4 - Shelter-In-Place
- G5 - Secure Campus - CONFIDENTIAL
- G6 - Lock Down - CONFIDENTIAL
- G7 - Duck, Cover, and Hold On

The following emergency response actions are designed for the Incident Command Team and other employees.

# G1 - ON-SITE EVACUATION

## Definition

Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. 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

The primary on-site evacuation site at San Pasqual Union School is the Lower Playground. Other on-site evacuation sites include the West Parking Lot, the East Parking Lot, and the Barn (Multipurpose Room). The [Evacuation Map](#) reflects the four evacuation sites and the recommended evacuation routes. All evacuation routes and destinations are subject to change per safety considerations. Students and staff should evacuate in an orderly, quiet manner, listening for verbal commands and other signals.

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site, and accountability procedures</li> <li>2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Meet, train, and drill with local fire and law enforcement to ensure an effective evacuation</li> <li>b) Develop at least two viable evacuation routes, a primary and secondary</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation</li> <li>b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility</li> </ol>

- c) Determine accountability procedures
- d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training

Goal 2 Actions

- a) Ensure staff are trained on evacuation procedures
- b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation
- c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits
- d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area
- e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E)

**STAFF ACTIONS:**

Goal 1 Actions

- a) Be familiar with the Incident Command System and designated role on the Incident Command Team
- b) Follow the Chain of Command during emergency situations
- c) Be familiar with primary and secondary routes and assembly areas
- d) Be familiar with the accountability procedures

Goal 2 Actions

- a) Review evacuation procedures quarterly
- b) Participate and lead students through evacuation drills
- c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas
- d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe
- e) Be familiar with special needs evacuation plans (See Functional Annex E)

**DURING**

- |               |  |
|---------------|--|
| <b>Goals:</b> | <ol style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications.</li> <li>3. Conduct appropriate evacuation response procedure</li> </ol> |
|---------------|--|

Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs</p> <p>b) Implement evacuation procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Notify staff and students to evacuate</p> <p>b) Call 9-1-1 if necessary</p> <p>c) Staff provide accountability report and situation status of any hazards</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation procedures</p> <p>b) Ensure every student and staff members is accounted for</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</p>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations</p> <p>b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location</p> <p>c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation</p> <p><u>Goal 2 Actions</u></p> <p>a) Make notification to staff and students</p> <ul style="list-style-type: none"> <li>● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary</li> <li>● The signal for Evacuation is the fire alarm (bell or horn signal)</li> <li>● If the primary emergency notification system fails to activate, the secondary notification method will be the PA System</li> <li>● If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners</li> <li>● Provided time is available, make an announcement over the public address system:</li> </ul>

- **Announcement 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."

- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures -OR-
  - Write a note with evacuation directions

b) Call 9-1-1 if necessary

Goal 3 Actions

- a) Ensure staff and students evacuate
- b) Implement accountability procedures
- c) Activate the Incident Command Team, if necessary
  - Search and Rescue
  - First Aid/Medical
  - Reunification Team
- d) Activate Reunification Plan if necessary

**STAFF ACTIONS:**

Goal 1 Actions

- a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
- b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

- a) Provide accountability report to Incident Command/administration
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

- a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
- b) Consider persons with special needs
  - *To evacuate individuals using crutches, canes or walkers*
    - Evacuate these individuals as injured persons
    - Assist and accompany to evacuation site, if possible -OR-

	<ul style="list-style-type: none"> <li>○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-</li> <li>○ Help carry individual to safety</li> <li>● <i>To evacuate individuals using wheelchairs</i> <ul style="list-style-type: none"> <li>○ Give priority assistance to wheelchair users with electrical respirators</li> <li>○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options</li> <li>○ Reunite person with the wheelchair as soon as it is safe to do so</li> </ul> </li> </ul> <p>c) Take the emergency backpack and student roster when leaving the building</p> <p>d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee</p> <p>e) Remain in the Assembly Area until further instructions are given.</p> <p>f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine</p> <p>g) If Incident Command Team is activated, serve in designated position.</p> <p>h) Participate in the reunification process, if necessary</p>
--	--

**AFTER**

Goal:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ol>
-------	---

Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
---------------	---

Courses of Action:	<p style="text-align: center;"><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol>
--------------------	--

Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement.

**STAFF ACTIONS:**

Goal 2 Actions

- a) Participate in the after-action report process.
- b) Participate in any determined corrective actions discovered in the after-actions process.

# On-Site Evacuation: Staff Quick Guide

## When to Evacuate

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

## Primary Evacuation Site

- Lower Playground

## Alternative Evacuation Sites

- West Parking Lot
- East Parking Lot
- Barn (Multipurpose Room)

## Key Actions

### 1. Assess the Situation

- Conduct a rapid visual assessment of your assigned area
- Be prepared to alter evacuation routes if necessary for safety

### 2. Lead Students to Safety

- Use designated evacuation routes
- Move in an orderly, quiet manner
- Listen for verbal commands and other signals

### 3. Assist Those with Special Needs

- Help individuals with mobility issues
- Guide visually impaired individuals
- Alert hearing impaired individuals

### 4. Bring Essential Items

- Emergency backpack
- Student roster

### 5. At the Assembly Area

- Take attendance
- Report attendance to Incident Commander/designee
- Report any hazards or situations needing attention
- Remain in the area until further instructions are given

### 6. Be Ready for Further Action

- Wait for all-clear signal or additional instructions
- Be prepared to activate on Incident Command Team if necessary
- Assist with reunification process if needed

**Remember** Stay calm and focused, - Be flexible - situations may require quick thinking and alternative actions - Your primary duty is the safety of your students.

# G2 - OFF-SITE EVACUATION

---

## Definition

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 evacuations from San Pasqual Union School include two areas of pedestrian egress and one proposed meeting area for vehicular egress.

It is anticipated that off-site evacuations on foot will either travel east on Rockwood Road or west through the Lower Playground back gate. Pedestrians evacuating from the east end of campus will travel east on Rockwood Road, north on Old Ranch Road, and congregate in the parking lot of the Dos Osos Golf Club, 2492 Old Ranch Road, Escondido, CA 92027. See [Evacuation Map](#).

Dos Osos Contact:  
Mike Scala (General Manager)  
Phone #760.737.9762  
MSkala@jcreorts.com

It is anticipated that pedestrians evacuating from the west end of campus will exit through the Lower Playground back gate and onto the property owned by Songer Livestock, 2280 Cloverdale Road, Escondido, CA 92027 (see map).

Songer Livestock Contact:  
Kody Songer  
Phone #760-715-4488  
Email: kksonger@sbcglobal.net

If the emergency should require vehicular egress, it is anticipated that students will be transported by both school vehicles and personal vehicles. Safety conditions permitting, students will be transported to the North County Mall, 272 E Via Rancho Parkway, Escondido, 92025. Students will stage in the parking lot area near JC Penny (adjacent to the On the Border restaurant).

Contact:  
Ryan Smith, Security Director  
Phone 619-417-1325  
[Ryan.R.Smith@aus.com](mailto:Ryan.R.Smith@aus.com)

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures</li> <li>2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation</li> <li>b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation</li> <li>b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.)</li> <li>c) Determine accountability procedures</li> <li>d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Ensure staff are trained on evacuation procedures</li> <li>b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation</li> </ol>

	<p>c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits</p> <p>d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area</p> <p>e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E)</p> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</p> <p>b) Follow the Chain of Command during emergency situations</p> <p>c) Be familiar with primary and secondary routes and assembly areas</p> <p>d) Be familiar with the accountability procedures</p> <p>e) Be familiar with reunification plan and designated roles in reunification</p> <p><u>Goal 2 Actions</u></p> <p>a) Review evacuation procedures quarterly</p> <p>b) Participate and lead students through evacuation drills</p> <p>c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas</p> <p>d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe.</p> <p>e) Be familiar with special needs evacuation plans (Functional Annex E)</p>
<b>DURING</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications</li> <li>3. Conduct appropriate evacuation response procedure</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs</p> <p>b) Work with District office for assistance needed</p> <p>c) Implement evacuation procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p>

	<p>a) Notify staff and students to evacuate</p> <p>b) Call 9-1-1 if necessary</p> <p>c) Staff provide accountability report and situation status of any hazards</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation procedures</p> <p>b) Ensure every student and staff members is accounted for.</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</p>
<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations</p> <p>b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location</p> <p>c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation</p> <p><u>Goal 2 Actions</u></p> <p>a) Make notification to staff and students</p> <ul style="list-style-type: none"> <li>● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary</li> <li>● The signal for Evacuation is the fire alarm (bell or horn signal)</li> <li>● If the primary emergency notification system fails to activate, the secondary notification method will be the PA System</li> <li>● If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners</li> <li>● Provided time is available, make an announcement over the public address system: <ul style="list-style-type: none"> <li>○ <b>Announcement Example:</b> "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."</li> </ul> </li> <li>● <i>To alert visually impaired individuals</i> <ul style="list-style-type: none"> <li>○ Announce the type of emergency</li> <li>○ Offer your arm for guidance</li> <li>○ Tell person where you are going, obstacles you encounter</li> </ul> </li> </ul>

- 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

b) Call 9-1-1 if necessary

Goal 3 Actions

a) Ensure staff and students evacuate

b) Implement accountability procedures

c) Activate the Incident Command Team, if necessary

- Search and Rescue
- First Aid/Medical
- Reunification Team

**STAFF ACTIONS:**

Goal 1 Actions

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

a) Provide accountability report to Incident Command/administration

b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area

b) Consider persons with special needs

- *To evacuate individuals using crutches, canes or walkers*

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

- *To evacuate individuals using wheelchairs*

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options

	<ul style="list-style-type: none"> <li>○ Reunite person with the wheelchair as soon as it is safe to do so</li> <li>c) Take the emergency backpack and student roster when leaving the building</li> <li>d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee</li> <li>e) Remain in the Assembly Area until further instructions are given</li> <li>f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine</li> <li>g) If Incident Command Team is activated, serve in designated position</li> </ul>
<b>AFTER</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ol>

**STAFF ACTIONS:**

Goal 2 Actions

- a) Participate in the after-action report process
  
  - b) Participate in any determined corrective actions discovered in the after-actions process
-

# Off-Site Evacuation- Staff Guide

## When to Evacuate Off-Site

- When it's unsafe to remain on campus
- Examples: Fire, explosion, bomb threat, chemical accident, post-earthquake

## Evacuation Routes and Assembly Areas

### East End of Campus

- Travel east on Rockwood Road
- North on Old Ranch Road
- Assemble at Eagle Crest Golf Club parking lot (2492 Old Ranch Road)

### West End of Campus

- Exit through Lower Playground back gate
- Assemble on Songer Livestock property (2280 Cloverdale Road)

### Vehicle Evacuation (if needed)

- Transport to North County Mall (272 E Via Rancho Parkway)
- Stage near JC Penney (by On the Border restaurant)

## Staff Actions During Evacuation

1. Conduct rapid visual assessment of area while exiting
2. Use designated routes unless unsafe; be flexible if needed
3. Take emergency backpack and student roster
4. Assist individuals with special needs
5. Lead students to designated assembly area
6. Take attendance at assembly area
7. Report attendance and any hazards to Incident Commander
8. Remain in assembly area until further instructions given

## Special Considerations

- For visually impaired: Offer arm guidance, describe obstacles
- For hearing impaired: Use visual cues, gestures, or written notes
- For mobility impaired: Assist with evacuation, prioritize those with electric respirators

## After Evacuation

- Wait for all-clear or further instructions
- Participate in accountability procedures
- Assist with reunification process if activated
- Contribute to after-action review to improve future responses

Remember: Stay calm, be flexible, and prioritize student safety at all times.

# Off-Site Evacuation- Staff Guide

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.

I repeat . . .

Stand By for further instructions.

# G3 - Structured Reunification

---

## Comprehensive Reunification Plan is available in Functional Annex B

### Definition

Structured Reunification is the process used to reunify children with their parents, guardians, or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured, Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

**See Functional Annex B for comprehensive Reunification Plan.**

# G4 - Shelter-In-Place

## Definition

Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter-in-place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while Shelter-in-place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs, and hazardous material spills.

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Coordinate with local fire to develop viable Shelter-In-Place procedures</li> <li>2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire</li> <li>b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Place, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place</li> <li>b) Determine accountability procedures</li> <li>c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</li> </ol> <p style="text-align: right;">Approved 2/10/26</p>

	<p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure staff are trained on Shelter-In-Place procedures</li> <li>b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place</li> <li>c) Ensure staff are familiar with special needs planning (Functional Annex E)</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</li> <li>b) Follow the Chain of Command during emergency situations</li> <li>c) Be familiar with Shelter-In-Place areas and procedures</li> <li>d) Be familiar with the accountability procedures</li> <li>e) Be familiar with reunification plan and designated roles in reunification</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Review Shelter-In-Place procedures quarterly</li> <li>b) Participate and lead students through Shelter-In-Place drills</li> <li>c) Be familiar with special needs emergency planning (Functional Annex E)</li> </ul>
--	---

**DURING**

Goals:	<ul style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications</li> <li>3. Conduct appropriate Shelter-In-Place response procedure</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs</li> <li>b) Work with District office for assistance needed</li> <li>c) Implement Shelter-In-Place procedures based on the analysis</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Notify staff and students to Shelter-In-Place</li> <li>b) 9-1-1 if necessary</li> </ul>

	<p>c) Notify Superintendent's Office</p> <p>d) Staff provide accountability report and situation status of any hazards</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement Shelter-In-Place procedures</p> <p>b) Shut down HVAC system, as necessary</p> <p>c) Ensure every student and staff members is accounted for</p> <p>d) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</p>
<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations</p> <p>b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations</p> <p>c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation</p> <p><u>Goal 2 Actions</u></p> <p>a) Make notification to staff and students</p> <ul style="list-style-type: none"> <li>● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary</li> <li>● The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System</li> <li>● If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container</li> <li>● Make an announcement in person directly or over the public address system: <ul style="list-style-type: none"> <li>○ <b>Announcement Example:</b> "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."</li> </ul> </li> <li>● To alert visually impaired individuals <ul style="list-style-type: none"> <li>○ Announce the type of emergency</li> <li>○ Offer your arm for guidance</li> <li>○ Tell person where you are going, obstacles you encounter</li> </ul> </li> </ul>

- 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

b) Call 9-1-1 if necessary

c) Notify the Superintendent’s Office of situation

**Goal 3 Actions**

a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards

b) Make arrangements for central HVAC shutdown, as necessary

- Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system

c) Implement accountability procedures remotely

**STAFF ACTIONS:**

**Goal 2 Actions**

a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter

b) Provide a report of any hazards or situations that need attention to Incident Command/administration

**Goal 3 Actions**

a) Immediately clear students from the halls. Stay away from all doors and windows

b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance

c) 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

d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine

e) If Incident Command Team is activated, serve in designated position

<b>AFTER</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ol> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ol>

# Shelter-in-Place: Staff Guide

## Definition

Shelter-in-place is implemented to isolate students and staff from potential airborne contaminants outside the building. It allows free movement within the building but prohibits leaving until further notice.

## When to Use

- Gas leaks
- External chemical release
- Dirty bombs
- Hazardous material spills
- Other airborne threats

## Immediate Actions

### 1. Notification

- Listen for the "Shelter-in-Place" announcement over the PA system or other communication methods
- If outside, immediately move all students indoors

### 2. Secure the Room

- Close and lock all doors and windows
- Seal gaps under doorways and windows with wet towels or duct tape
- Cover vents with aluminum foil or plastic wrap
- Turn off sources of ignition, such as pilot lights

### 3. HVAC and Fans

- Shut down the classroom/building HVAC system
- Turn off local fans in the area

### 4. Student Management

- Keep all students in the classroom
- Clear hallways immediately
- Assist those with special needs
- Remain calm and reassure students

### 5. Communication and Accountability

- Take attendance and report any missing students to administration
- Report any hazards or situations needing attention
- Do not use cell phones unless absolutely necessary

### 6. Wait for Instructions

- Continue normal classroom activities if possible
- Do not leave the room until you receive an "All Clear" or further instructions

## Remember

- Your primary responsibility is student safety
  - Follow all instructions from administration or emergency responders
  - Be prepared to adapt to changing situations
- Stay calm and focused. Your leadership is crucial in keeping students safe and orderly during a shelter-in-place event.

# Shelter-in-Place Script

Drill: [Shelter in Place](#)

Emergency: [Shelter in Place](#)

## DRILL

Your attention please.

I repeat, your attention please.

Su atención por favor.

Repito, su atención por favor.

Today we will be practicing our Shelter in Place drill.

This is only a drill.

Hoy practicaremos nuestro simulacro de Refugio en el Lugar.

Esto es sólo un simulacro.

A SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants.

Se implementa un REFUGIO EN EL LUGAR cuando existe la necesidad de aislar a los estudiantes y al personal del ambiente exterior para evitar la exposición a contaminantes en el aire.

When we are in a Shelter-in-place status, classroom instruction and other activities may continue although no one should leave the room until further instructions are received. 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.

Cuando estamos en estado de Refugio en el lugar, instrucciones de clase y otras actividades pueden continuar DENTRO del salon; aunque nadie deberá salir del salon hasta recibir nuevas instrucciones. Los procedimientos incluyen cerrar y sellar puertas, ventanas; cerrar los sistemas de calefacción, ventilación y aire acondicionado del salon o edificio para evitar la exposición al aire exterior; y apagar las luces.

Our Shelter in Place *drill* will begin now . . .  
Please implement shelter in place procedures.  
I repeat, please implement shelter in place campus procedures.

Nuestra practica de “refugio en el lugar” comenzará ahora. . .  
Implemente procedimientos de refugio en el lugar.  
Repito, implementen procedimientos de refugio en el salon.

All students, staff, and visitors currently outdoors should return to classrooms or other indoor spaces immediately. I repeat, all students, staff, and visitors currently outdoors should return to classrooms or other indoor spaces immediately.

Todos los estudiantes, personal y visitantes que se encuentran actualmente afuera del salon deben regresar al salon u otros espacios interiores de inmediato.  
Repito, todos los estudiantes, personal y visitantes que se encuentran actualmente al aire libre deben regresar a la clase u otros espacios interiores de inmediato.

Teachers and staff, please instruct students to return to the classroom or other inside spaces. Once that is done, close and lock all doors. I repeat, teachers and staff, please instruct students to return to the classroom or other inside spaces. Once that is done, close and seal all doors.

Maestros y personal, indiquen a los estudiantes que regresen al salón de clases u otros espacios interiores. Una vez hecho esto, cierre y bloquee todas las puertas. Repito, maestros y personal, indiquen a los estudiantes que regresen al salón de clases u otros espacios interiores. Una vez hecho esto, cierre y selle todas las puertas.

Please remain in shelter in place and await further instructions.  
I repeat, please remain in shelter in place and await further instructions.

Permanezca refugiado en su lugar y espere más instrucciones.  
Repito, por favor permanezcan refugiados en su lugar y esperen más instrucciones.

*After 2 minutes*

Thank you for your participation in the shelter in place drill. We have now issued the ALL CLEAR. The Shelter in Place drill is now over. You may return to normal school operations. Thank you for your participation.

*Después de 2 minutos*

Gracias por su participación en el simulacro de “refugio en el lugar”. Ahora hemos emitido el TODO CLARO. El simulacro de “Refugio en el Lugar” ya terminó. Puede regresar a las operaciones escolares normales. Gracias por su participación.

---

## **EMERGENCY**

"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."

"Atención, por favor. Tenemos un peligro en la comunidad y estamos instituyendo procedimientos de Refugio en el lugar. Los estudiantes y el personal deben permanecer adentro con las ventanas y puertas bien cerradas y las unidades de aire acondicionado apagadas. Aquellos que estén afuera deben trasladarse inmediatamente a la protección de un dentro de la habitación. No salga hasta que reciba más instrucciones".

# G7 - Duck, Cover, and Hold On

## Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On is the action taken during an earthquake to protect students and staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li> <li>2. Provide developmentally appropriate training to familiarize students with emergency responses</li> <li>3. Implement mitigation strategies to prevent injury from flying and falling objects</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards requiring Duck, Cover and Hold On procedures to provide varied experiences in responding to emergencies</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Equip students with an understanding of Duck, Cover and Hold On response, using developmentally appropriate methods</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan</li> <li>b) Hold Duck, Cover and Hold On and Evacuation drills.</li> </ol>

c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training

Goal 2 Actions

a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Duck, Cover and Hold On responses, using developmentally appropriate methods

Goal 3 Actions

a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets)

b) Ensure emergency supplies and command kits are stocked

**STAFF ACTIONS:**

Goal 1 Actions

a) Be familiar with the Incident Command System and designated role on the Incident Command Team.

b) Follow the Chain of Command during emergency situations.

c) Be familiar with Duck, Cover and Hold On procedures

d) Be familiar with the accountability procedures

e) Be familiar with reunification plan and designated roles in reunification.

f) Participate and lead students through Duck, Cover and Hold On drills.

g) Be familiar with special needs emergency planning (Functional Annex E)

Goal 2 Actions

a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Duck, Cover and Hold On responses, using developmentally appropriate methods

Goal 3 Actions

a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices

**DURING**

Goals:

1. Make proper notifications.
2. Assess the situation
3. Conduct appropriate response procedures

Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Make notify to staff and students to Duck, Cover and Hold On</p> <p>b) Call 9-1-1 if necessary</p> <p>c) Staff provide accountability report and situation status of any hazards</p> <p><u>Goal 2 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs</p> <p>b) Work with District office for assistance needed</p> <p>c) Implement other emergency procedures based on the analysis</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation and other emergency procedures as needed</p> <p>b) Ensure every student and staff members is accounted for</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</p>
Courses of Action:	<p style="text-align: center;"><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Make notification to staff and students</p> <ul style="list-style-type: none"> <li>● In a real event, the shaking of the ground is the signal to Duck, Cover, &amp; Hold On</li> <li>● During an earthquake drill, the signal for Duck, Cover, Hold On is a verbal command (Duck, Cover, Hold On) over the P.A. System</li> <li>● The following announcement will be made over the public address system and by teachers in classrooms:</li> <li>● <i><u>Announcement Example:</u> "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."</i></li> <li>● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris</li> </ul> <p>b) Call 9-1-1 if necessary</p>

Goal 2 Actions

- a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
- b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions

- a) Ensure staff and students implement Duck, Cover and Hold On, evacuation and other important emergency procedures
- b) Implement accountability procedures
- c) If there is evidence of a gas leak, designate someone to turn off gas valves
- d) Activate the Incident Command Team, if necessary
  - Search and Rescue
  - First Aid/Medical
  - Reunification Team
- e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe
- f) Implement Reunification Plan as necessary (See Functional Annex B)

**STAFF ACTIONS:**

Goal 1 Actions

- a) Provide accountability report to Incident Command/administration.
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration.
- c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

- a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
- b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

- a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface

- b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
- c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
- d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation
- e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris
- f) If Incident Command Team is activated, fill designated position
- g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible.
- h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official.

Goal 3 Actions – Outside Buildings

- a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury
- b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet
- c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area
- d) If Incident Command Team is activated, fill designated position

**AFTER**

- |       |   |
|-------|---|
| Goal: | <ul style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ul> |
|-------|---|

Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ul>

# Duck, Cover, and Hold On: Staff Guide

## When to Use

- During earthquakes
- During explosions
- When instructed by administration

## Key Steps

### 1. Duck

- Drop to the ground immediately

### 2. Cover

- Get under a sturdy desk, table, or other furniture
- If no shelter is available, get against an interior wall
- Stay away from windows, bookcases, file cabinets, and other heavy objects
- Protect your head and neck with your arms

### 3. Hold On

- Hold on to your shelter
- Be prepared to move with it
- Stay in position until the shaking stops

## If Outdoors

- Move to an open area away from buildings, trees, power lines, and other hazards
- Drop to the ground and cover your head and neck

## After Shaking Stops

- Check for injuries and provide first aid if needed
- Be alert for aftershocks
- Do not enter buildings until they are deemed safe
- Follow evacuation procedures if directed

## Special Considerations

- Assist students with special needs
- Be aware of potential hazards in your area
- Know your role in the school's emergency response plan

## Remember

- Stay calm and reassure students
- Practice makes perfect - participate in all drills
- Review and be familiar with the school's emergency procedures.

# Duck, Cover, and Hold on Drill Script

Drill: [Great American Shakeout](#)

Emergency: [Duck, Cover, Hold on](#)

## DRILL (Great CA Shakeout)

Attention please, your attention please.

Today, on 10/16 @ 10:16am, San Pasqual Union School joins thousands of schools across the State of California in the Great CA Shakeout.

This event is designed to prepare our students, staff, and visitors to respond and keep us safe in the event of an earthquake.

Today we will be practicing the emergency action DUCK, COVER, and HOLD ON.

Please note, this is NOT a real emergency, this is only a drill.

The DUCK, COVER, and HOLD ON drill will begin in 5 seconds.

*After 5 seconds . . .*

Attention students, staff, and visitors, you are now instructed to DUCK, COVER, and HOLD ON. I repeat, DUCK, COVER, and HOLD ON now.

*Wait 30 seconds . . .*

The drill will continue for 30 more seconds.

*Wait 30 seconds . . .*

The DUCK, COVER, and HOLD ON drill is now over and we have issued the ALL CLEAR.

Please note that if this was a real earthquake, we would have EVACUATED to the playground area.

Thank you for your participation in the Great CA Shakeout.

You may now resume regular school activities.

## EMERGENCY

Attention students, staff, and visitors, you are instructed to DUCK, COVER, and HOLD ON. I repeat, DUCK, COVER, and HOLD ON now. Cover your heads and necks with a hard surface. When the earthquake is over, we will issue an ALL CLEAR and instructions on where to evacuate.

Atención estudiantes, personal y visitantes, se les indica que SE AGACHEN, SE CUBRAN y AGUANTEN. Repito, AGÁCHATE, CÚBRETE y AGÁRATE ahora. Cúbrete la cabeza y el cuello con una superficie dura. Cuando termine el terremoto, emitiremos un aviso TODO LIBRE e instrucciones sobre dónde evacuar.

I repeat . . .

# Section H

## REUNIFICATION PLAN

---

### FUNCTIONAL ANNEX B

## REUNIFICATION PLAN

---

### Purpose

---

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

**NOTE:** For brevity, this plan will refer to “parents,” which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

### Situation and Assumptions

---

#### Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

#### Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process. Parents/guardians may be emotional when arriving at the school. While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations. Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency. Staffing may be limited; some duties may need to be modified based on the amount of staffing available. District office staff may need to assist with the reunification process.

### Disclaimer

---

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

## Concept of Operations

---

### General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
  
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
  
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
  - The Assembly Area, which will be where students can wait for their parents/guardians
  - The Request Gate where parents/guardians fill out reunification documentation and provide identification
  - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
  - The Reunification Area where parents/guardians, will be escorted to and reunited with their student
  - The Release Gate where parents and students leave the area
  
- The Request, Release,-+
  
- \*----- and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
  
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at

both areas, if available. Volunteers may be used as runners or greeters

- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

# Basic Operations

---

- **Assembly Area:** Managed by Assembly Area Leader. Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader. When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

## On-Scene Parent Notification

---

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

## Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains
- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

## End of Operations

---

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

## Reunification Considerations General

---

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

### Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

### Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required.

### Reunification Notification

Reunification notification should be disseminated through all available warning systems.

## Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

## Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

### Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

### The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

### The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases



# Administration and Support

---

## Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

## Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

### Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

## After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

## Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

## Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

# TWO-GATE REUNIFICATION

---

## With Reunification Taking Place **AT RELEASE GATE**

This type of reunification is recommended when there are **NO** injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

### CONTACT THE DISTRICT OFFICE FOR SUPPORT

- Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

### REUNIFICATION SAFETY CONCERNS

- Secure area against unauthorized access. Mark gates with signs
- If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

### START UP

- Put on vest, badge, or position identifier
- Assign volunteers to assist
- Set up tables at the Request Gate and Release Gates
- Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- Set up Release Gate outside away from the Request and Assembly areas
- Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

## REQUEST GATE

- Have Parent fill out student information of Student Request & Release Form then show photo identification
- Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- Ask Parent to proceed to the Release Gate
- File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

## RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form
- **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent/Guardian
- **IF STUDENT IS NOT IN ASSEMBLY AREA**

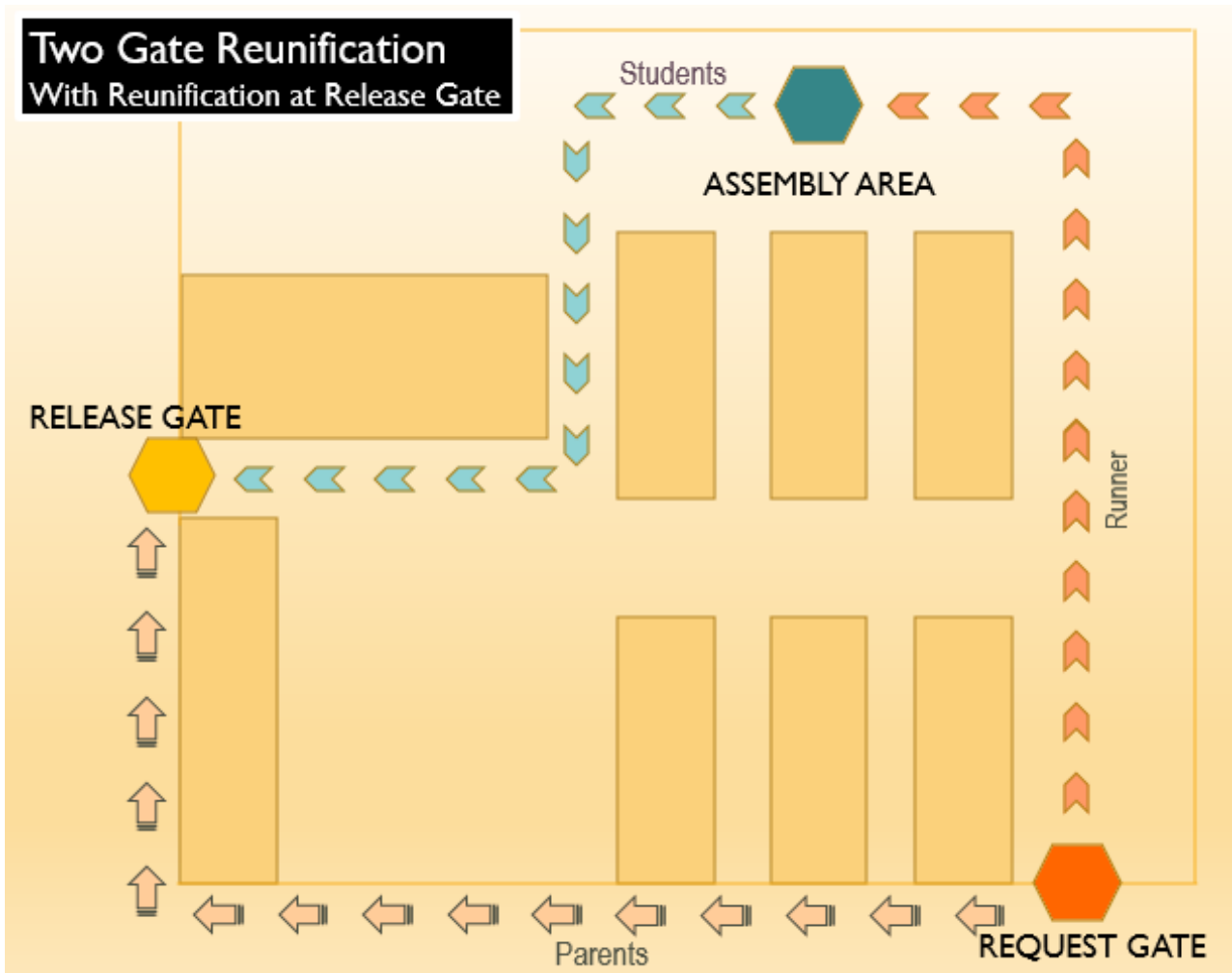
Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.

  - Assembly Area Leader makes appropriate notation on Student Request & Release Form
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Release Gate Leader
  - Release Gate Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

## RELEASE GATE

- Runner provides form to Release Gate staff who check Parent ID again
- Release Gate staff document student release

- Parent signs student out, then immediately departs the area with student to reduce congestion



## TWO-GATE REUNIFICATION

### With **INTERNAL** Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

### CONTACT THE DISTRICT OFFICE FOR SUPPORT

- Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

## REUNIFICATION SAFETY CONCERNS

- Secure area against unauthorized access. Mark gates with signs
- If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

## START UP

- Put on vest, badge, or position identifier
- Assign volunteers to assist
- Set up tables at the Request Gate and Release Gates
- Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- Set up Release Gate outside away from the Request and Assembly areas
- Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

## NOTIFICATION AREA SET-UP

- Private area with individual rooms, and external private access to transportation of premises, if possible
- Power supply and Internet access
- Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- Telephone to communicate with outside agencies and area hospitals

- Counselors and/or trained mental health professionals to provide notification and support to families
- Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- Water and snacks

## REQUEST GATE

- Have Parent fill out student information of Student Request & Release Form then show photo identification
- Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- Have staff escort parents as individuals or groups to the reunification area
- If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

## RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner.
- Teacher of Assembly Area Leader completes section of the form
- **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent.
- **IF STUDENT IS NOT IN ASSEMBLY AREA**
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment.
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Reunification Area Leader
  - Reunification Area Leader verifies student location, if known, and directs runner accordingly

- If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
- If student was marked absent, notify parent accordingly
- If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

## REUNIFICATION AREA

- Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- Monitor flow of traffic
- Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- Double checks child's name with Student Request & Release Form
- Documents reunification on student lists or other developed method
- Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent
- If parent comes into Reunification area whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

## NOTIFICATION AREA

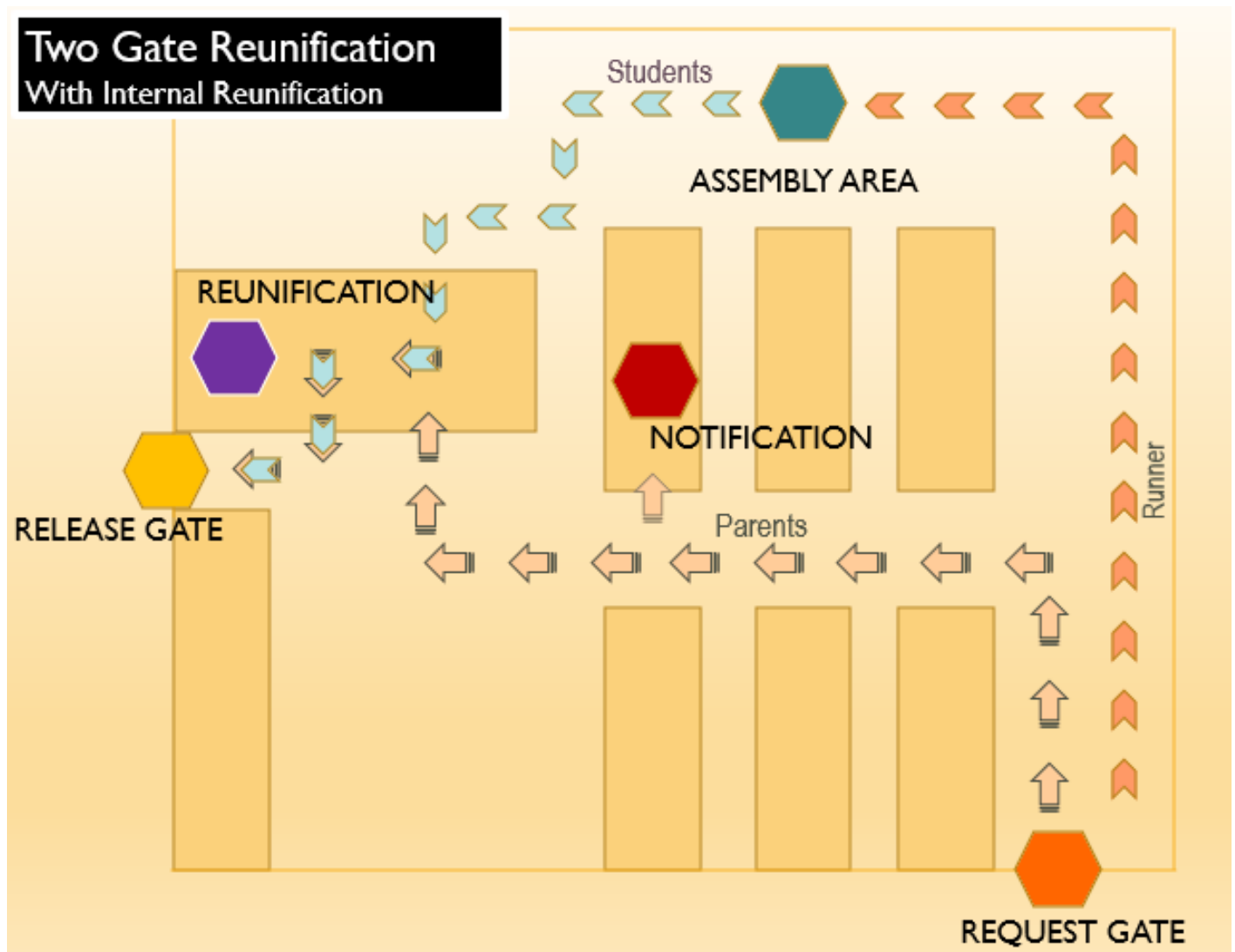
Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- Greet parents or legal guardians
- Verify the name(s) of the student(s) they are requesting
- Verify the status of the student(s) being requested
- Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- Assign a district employee to serve as a liaison to the family
- Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- Assist the parent with their trauma

- Make communication devices available to the parent/guardian means for contacting other family members and supporters
- Shelter the parent from media representatives

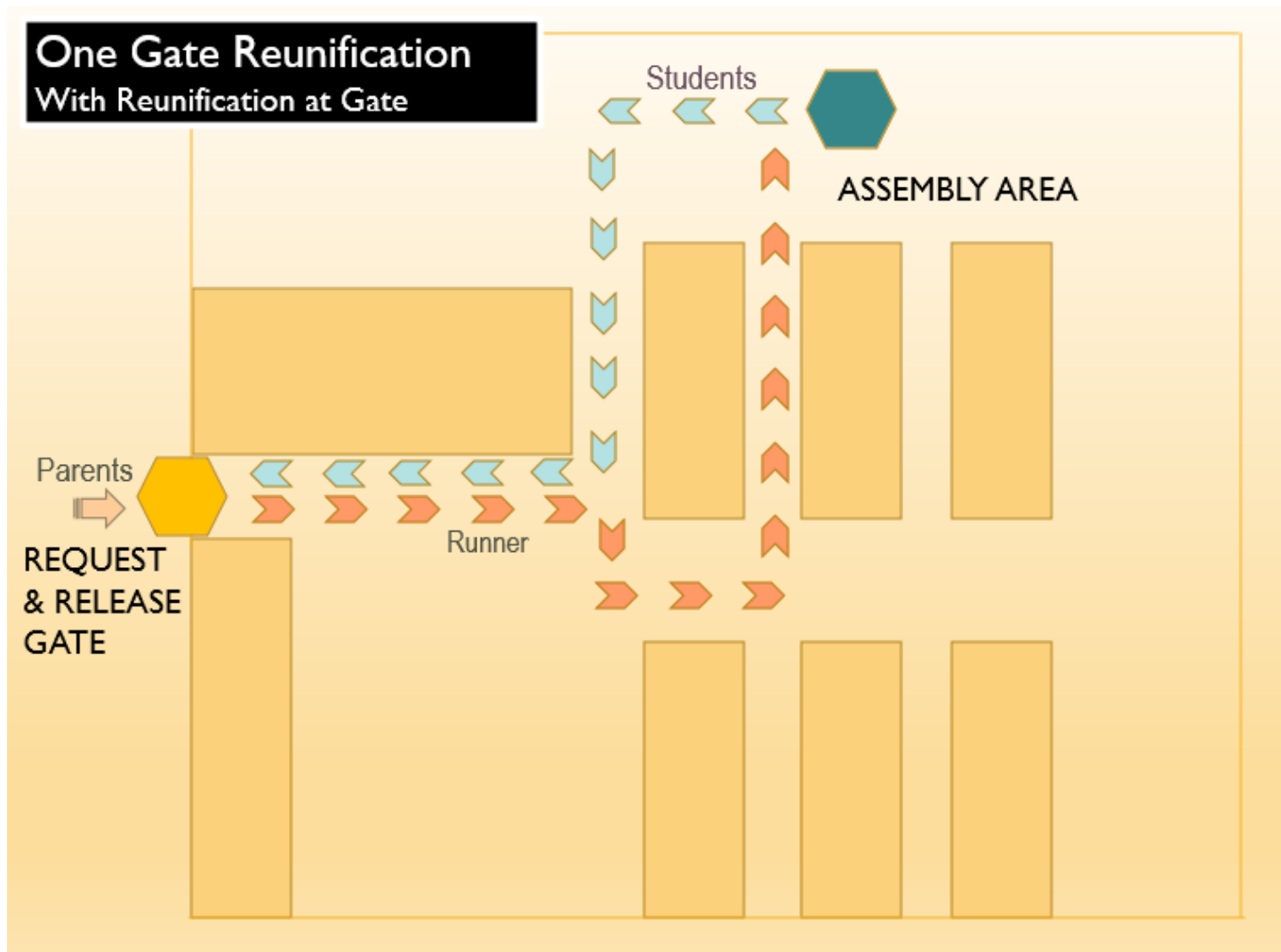
## RELEASE GATE

- Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- Release Gate staff document student release
- Parent signs student out, then immediately departs the area with student to reduce congestion



# ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



# CLASSROOM REUNIFICATION

---

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

## REUNIFICATION SAFETY CONCERNS

- Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

## START UP

- Assign volunteers to assist
- Make signs with classroom numbers and teacher's name to have at the Request Gate.
- Have Student Request & Request & Release Forms for each parent
- Provide Emergency information to each teacher in their classroom via PDF or hard copy
- No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- Set-up Release Gate, for double checking ID

## REQUEST GATE

- Have Parent fill out student information of Student Request & Release Form
- Line parents up according to classroom
- Escort parents to classroom

## REUNIFICATION AREA (CLASSROOM)

- Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods

- Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- Documents reunification on student lists or other developed method
- Reminds parents to have ID out for last check at the Release Gate
- Sends the Student Request & Release Form to Release Gate with parent

## RELEASE GATE

- Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- Release Gate staff document student release
- Parent signs student out, then immediately departs the area with student to reduce congestion

# OFF-SITE REUNIFICATION

---

## School site staff should expect to:

- Account for students. Let Incident Commander know of any missing, injured or deceased students
- Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

## Incident Commander should expect to:

- Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- Be available to district office staff, to assist with reunification once at external location
- Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

# REUNIFICATION SUPPLY CONSIDERATIONS

---

- Roller Boxes and/or Rubbermaid Containers for all equipment
- Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- Student Request & Release Forms
- Alpha Signs to Organize Request Lines
- Tables and Chairs
- Bull Horns
- Caution tape
- Boxes to Organize Emergency Cards and Student Request & Release Forms
- Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- Vests
- ICS Assignment Badges
- Folders and organizers for rosters, student Request & Release Forms, etc.
- Pens and markers
- Map with Release Area and Parking
- Clipboards or extra tables along line for Parents to use
- Staplers
- Duct Tape
- Painter's Tape
- Zip-lock large bags
- Radios and extra batteries

# STUDENT REQUEST & REQUEST & RELEASE FORM

**Parent/Guardian: Please complete section 1 of this form.** You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.

**Padres/Guardianes: Por favor complete esa seccion1 de esta forma.** Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

## PLEASE PRINT

*(List siblings on the same form ONLY if they have the SAME LAST NAME)*

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES				
1	STUDENT Last Name	1) First Name	Teacher	Grade
		2) First Name	Teacher	Grade
		3) First Name	Teacher	Grade
	<b>PRINT NAME</b> of Authorized Adult (Must be listed as an emergency contact)		Cell Phone Number	

## STAFF COMPLETE SECTIONS 2 & 3

REQUEST GATE																						
2	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Is the person requesting the student on the Emergency Contact List</td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black;">STAFF INITIALS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>On the Emergency Contact List paperwork, circle the name of the person picking up the student.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Did you verify Photo I.D.? If not, was identity verified through another means? (describe):</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Staff - give this form to a "staff runner" to retrieve the student.</td> </tr> </table>	Yes	No		<input type="checkbox"/>	<input type="checkbox"/>	Is the person requesting the student on the Emergency Contact List	STAFF INITIALS			<input type="checkbox"/>	<input type="checkbox"/>	On the Emergency Contact List paperwork, circle the name of the person picking up the student.	<input type="checkbox"/>	<input type="checkbox"/>	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):	<input type="checkbox"/>	<input type="checkbox"/>	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).	<input type="checkbox"/>	<input type="checkbox"/>	Staff - give this form to a "staff runner" to retrieve the student.
	Yes	No																				
	<input type="checkbox"/>	<input type="checkbox"/>	Is the person requesting the student on the Emergency Contact List																			
	STAFF INITIALS																					
	<input type="checkbox"/>	<input type="checkbox"/>	On the Emergency Contact List paperwork, circle the name of the person picking up the student.																			
<input type="checkbox"/>	<input type="checkbox"/>	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):																				
<input type="checkbox"/>	<input type="checkbox"/>	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).																				
<input type="checkbox"/>	<input type="checkbox"/>	Staff - give this form to a "staff runner" to retrieve the student.																				

RELEASE GATE OR REUNIFICATION AREA													
3	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Receive/get student from Assembly Area.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Verify Photo I.D. again. Have them sign below to indicate where they are going next.</td> </tr> </table>	Yes	No		<input type="checkbox"/>	<input type="checkbox"/>	Receive/get student from Assembly Area.	<input type="checkbox"/>	<input type="checkbox"/>	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.	<input type="checkbox"/>	<input type="checkbox"/>	Verify Photo I.D. again. Have them sign below to indicate where they are going next.
	Yes	No											
	<input type="checkbox"/>	<input type="checkbox"/>	Receive/get student from Assembly Area.										
	<input type="checkbox"/>	<input type="checkbox"/>	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.										
	<input type="checkbox"/>	<input type="checkbox"/>	Verify Photo I.D. again. Have them sign below to indicate where they are going next.										
<p style="text-align: center;"><b>Signature of person releasing student to:</b> Firma de la persona liberando al estudiante: _____</p> <p style="text-align: center;"><b>Next Destination:</b> Proximo destino: _____</p>													
Staff Signature: _____	Time of Release: _____												

**NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM**

# Student Release Log

School San Pasqual Union School Date \_\_\_\_\_

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

# ABBREVIATED AFTER-ACTION REPORT

(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE	San Pasqual Union School	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

**Add rows to table as necessary**

**STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR**

- 1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
- 2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
- 3) Complete this form using the information gained from the Brainstorm session.
- 4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
- 5) Keep a copy of this completed form for your records.

# Section J

## INITIAL DAMAGE ASSESSMENT

---

### FUNCTIONAL ANNEX D

## CONDUCTING AN INITIAL DAMAGE ASSESSMENT

**Initial damage assessment** – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

# BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School	San Pasqual Union School	DATE:
Buildings Damaged		
Space is (check all that apply)		
<input type="checkbox"/> Not usable	<input type="checkbox"/> Usable	<input type="checkbox"/> Wet/Damp
<input type="checkbox"/> Dry	<input type="checkbox"/> Unknown	
Utilities are operational (check all that apply)		
<input type="checkbox"/> Phone	<input type="checkbox"/> Internet	<input type="checkbox"/> Electrical Power
<input type="checkbox"/> Water	<input type="checkbox"/> Sewer	
Ceiling (e.g. wet, sagging, collapse)		
Walls (e.g. cracks, watermarks, soot)		
Floor/Carpet (e.g. wet, burnt, torn, mildew)		
Water Leaks (e.g. from roof, through walls, windows)		
Doors/Windows (e.g. broken locks, hinges, awnings)		
Fixtures (e.g. electrical outlets, lighting)		
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)		

Other

# Section K

## Evacuation Planning for Special Needs

---

### FUNCTIONAL ANNEX E

#### For People with Disabilities and Special Needs

San Pasqual Union School uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

# Contents

---

## CONTENTS

---

---

General Categories of Functional and Special Needs

---

Elements of Needed Evacuation Information

---

General Categories of Special Need and Disability

---

Service Animals

---

Standard Building Evacuation

---

Mobility Impairment

---

Visual Impairment

---

Hard of Hearing or Deaf

---

Speech Impairment

---

Cognitive Impairment

---

Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

---

## General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

## Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
  - Self
  - Self with device
  - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
  - Who
  - What
  - Where
  - When
  - How

# Service Animals

---

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

# Standard Building Evacuation Systems

---

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

## Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101, Life Safety Code for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101, Life Safety Code, for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

## Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

## Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

# Mobility Impairment

---

## OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

## ORIENTATION/WAY FINDING

### Is There a Usable Circulation Path?

#### Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

## Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

## Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and

other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

## Are There Devices to Help People with Mobility Impairments Evacuate?

### Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

### Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

### What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

**Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?**

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

### How Many People Are Necessary to Provide Assistance?

#### One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

#### Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

### What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

*Minor Physical Effort*

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

*Major Physical Effort*

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

**Waiting for First Responders**

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

**Where Will the Person(s) Start Providing Assistance?**

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

**When Will the Person(s) Provide Assistance?** (Always, Only when asked, etc.)

**How Will the Person(s) Providing Assistance Be Contacted?** (Face to face, Phone, E-mail, Tweet, Other)?

# Visual Impairment

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

## ORIENTATION/WAYFINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

## Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

## Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

*Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders*

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

**What Assistance Will the Person(s) Provide?**

*Guidance*

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

*Minor Physical Effort*

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

*Waiting for First Responders*

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

**Where Will the Person(s) Start Providing Assistance?**

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

**When Will the Person(s) Provide Assistance?** (Always, Only when asked, etc.)

**How Will the Person(s) Providing Assistance Be Contacted?** (Face to face, Phone, E-mail, Tweet, Other)

# Hard of Hearing or Deaf

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

### Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

### Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
  - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

## ORIENTATION/WAY FINDING

### Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

**Is Identification of Which Means of Egress Are Available/Closest Necessary?**

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

**Is Identification of the Path(s) to the Means of Egress Necessary?**

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

**ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY**

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

**IS ASSISTANCE REQUIRED?**

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

**OTHER CONSIDERATIONS**

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

# Speech Impairment

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

## ORIENTATION/WAY FINDING

### Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

### Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

### Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

## ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

## IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

## OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

# Cognitive Impairment

---

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

## ORIENTATION/WAY FINDING

### Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

### Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

## ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

*Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?*

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

**What Assistance Will the Person(s) Provide?**

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

**Where Will the Person(s) Start Providing Assistance?**

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

**When Will the Person(s) Provide Assistance?** (Always, Only when asked, etc.)

**How Will the Person(s) Providing Assistance Be Contacted?** (Face to face, Phone, E-mail, Tweet, Other)

**OTHER CONSIDERATIONS**

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

# Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name:		Room #:	
---------------	--	---------	--

Building (home, office, etc.):		Primary Phone:	
--------------------------------	--	----------------	--

Are Service Animals Present:	Yes	No
------------------------------	-----	----

## COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

## ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs <i>not</i> obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				

Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

## ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision <i>not</i> obstruct or distract attention from exit signs, particularly for people with low vision?				

## TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

## Number of Assistants Needed

How many assistants are needed?	
How will the assistant(s) be contacted in an emergency?	

	Name	Phone	Cell Phone	E-mail
Assistant 1				
Assistant 2				
Assistant 3				
Assistant 4				
Assistant 5				

Assistant 6				
-------------	--	--	--	--

## SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

# Section L

## Child Abuse Reporting Procedures

---

### San Pasqual Union School adheres to San Pasqual Union School District Child Abuse Reporting procedures as follows:

Per Penal Code 11164, school district staff is required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/or neglect. Reasonable suspicion does not require certainty that the child abuse and/or neglect has occurred. The reporting staff member's name and report are confidential.

As mandated reporters, the staff of the San Pasqual Union School District has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. As per Board Policy 5141.4, *"The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters."* San Pasqual Union School uses a portion of its staff development time at the beginning of the year to train staff on the laws, policies, and procedures required of school employees as mandatory reporters. Appropriate mandatory reporter training will transpire each year during back-to-school training and/or throughout the school year. San Pasqual Union School administrators and school counselors are available to assist staff in the process of making a report of suspected child abuse or neglect.

The following documents are utilized in the District's efforts to protect children and comply with mandatory reporting requirements:

- [Suspected Child Abuse Report, SS 8572](#) (see below)
- [San Pasqual Union School District Board Policy 5141.4, Child Abuse Prevention and Reporting](#), adopted November 9, 2021.
- [San Pasqual Union School District Administrative Regulation 5141.4, Child Abuse and Reporting](#), approved November 9, 2021.

Print

# SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**

Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<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
OFFICIAL CONTACTED - TITLE		TELEPHONE ( )					
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	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"/> UNKNOWN		
<b>D. INVOLVED PARTIES</b>	<b>VICTIMS</b>						
	NAME		BIRTHDATE	SEX	ETHNICITY		
	1. _____	_____	_____	_____	_____		
	2. _____	_____	_____	_____	_____		
	<b>SEMI-VICTIMS</b>						
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ( )
				BUSINESS PHONE ( )			
	<b>PARENTS/GUARDIANS</b>						
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
ADDRESS			Street	City	Zip	HOME PHONE ( )	
			BUSINESS PHONE ( )				
<b>SUSPECT</b>							
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
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 incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**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 Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

**DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572**

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

**I. MANDATED CHILD ABUSE REPORTERS**

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

**II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")**

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

**III. REPORTING RESPONSIBILITIES**

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

**IV. INSTRUCTIONS**

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

**IV. INSTRUCTIONS (Continued)**

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

**V. DISTRIBUTION**

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

**ETHNICITY CODES**

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

# Section M

## Suspension & Expulsion Policies

---

San Pasqual Union School adheres to the following Suspension and Expulsion Policies:

**[Policy 5144.1: Suspension And Expulsion/Due Process](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=nJ2xG9DaXC5kGKIO8fZ24g==&st=5144.1%20&mt=Exact)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=nJ2xG9DaXC5kGKIO8fZ24g==&st=5144.1%20&mt=Exact>

**[Administrative Regulation 5144.1: Suspension And Expulsion/Due Process](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=Z1KFpVokhc0UGIZkh1dJjw==&st=5144.1&mt=E)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=Z1KFpVokhc0UGIZkh1dJjw==&st=5144.1&mt=E>

# Section N

## Procedures for Notifying Teachers of Dangerous Pupils

---

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

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the San Pasqual Union School District regarding students who have engaged in certain criminal conduct. The Principal is responsible for prompt notification to 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.

See additional policy information below:

**[Policy 4158: Employee Security](#)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=KAFufXEDZbSXDS9icclDcA==&st=4158&mt=Exact>

**[Administrative Regulation 4158: Employee Security](#)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=3jh0vdlNclcFpluskplusYo2zfyg==>

# Section O

## Discrimination & Harassment Policy

---

San Pasqual Union School adheres to the Discrimination and Harassment Policies as follows:

**[Policy 5145.3: Nondiscrimination/Harassment](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=pFur20Aslsh9kugE29plu sqCXosw==&st=5145.3&mt=Exact)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=pFur20Aslsh9kugE29plu sqCXosw==&st=5145.3&mt=Exact>

**[Administrative Regulation 5145.3: Nondiscrimination/Harassment](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=H2jgKKLV3HO8qQDRlo4iQ==)**

[https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=H2jgKKLV3HO8qQDRlo o4iQ==](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=H2jgKKLV3HO8qQDRlo4iQ==)

# Section P

## School-wide Dress Code Prohibiting Gang Attire

---

San Pasqual Union School adheres to the following policies regarding dress and grooming:

**[Policy 5132: Dress And Grooming](#)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=slshd6HwRhslshP2h0Zm11pSO9sg==>

**[Regulation 5132: Dress And Grooming](#)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=FeroC7WoZnuKXR34UwbIPw==>

# Section Q

## Safe Ingress and Egress

---

San Pasqual Union School adheres to the following policies regarding dress and grooming:

**[Policy 5142.2: Safe Routes To School Program](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=NslshEZs8oUfryIT2TDJh v1Tg==&st=safe%20routes&mt=Exact)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=NslshEZs8oUfryIT2TDJh v1Tg==&st=safe%20routes&mt=Exact>

**[Administrative Regulation 5142.2: Safe Routes To School Program](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=MVqwE8Nj0FBJSLwSXh Qi9g==)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=MVqwE8Nj0FBJSLwSXh Qi9g==>

---

**Describe school procedures for creating safe ingress and egress for normal day operations.**

***San Pasqual Union School 2025/26 Family Handbook***

***Students Walking to/from School***

If walking to school, please remind students to follow the designated safe school route. Specifically, students walking from Rancho San Pasqual and Rancho Vistamonte must:

- Stay on the sidewalk at all times. Stay off the golf course and other private property.
- Cross only at intersections. Look both ways for vehicles before crossing.
- Walk to the intersection of Old Ranch Road and Rockwood Road.
- Stay on the south concrete sidewalk away from the golf course at all times.
- Utilize the designated walking/riding paths on Rockwood Road.
- Enter the school grounds at the first gated entrance near the bicycle racks. Do not walk through the East Parking Lot.

***Other Modes-Bikes, Skateboards, and Scooters***

Students in Grades 3 through 8 are encouraged to walk or ride their bikes, skateboards, and non-motorized scooters to school. Students in Grade 2 may also ride to school using these modes of transportation, but only if accompanied by an older sibling or adult. Students in Preschool, TK, Kindergarten, and Grade 1 should not ride bikes to school.

Roller blades, motorized scooters, e-bikes, hoverboards, or any other type of similar transportation other than a bicycle, skateboard, or non-motorized scooter are NOT recommended. Students who ride bicycles, skateboards, or scooters to school must be registered through the school and place the school-issued sticker on their bicycle, skateboard, or scooter. All students are required to wear a helmet when riding a bike, skateboard, or scooter to and from school and obey all applicable codes and regulations.

Since there is NOT a bike lane West of the school, for safety reasons, ONLY those living East of the school will be permitted a sticker. Students use bicycles, skateboards, and scooters at their own risk. SPUSD does not accept any liability for any person operating or using a bicycle, skateboard, or scooter.

Bicycles, skateboards, and scooters must be parked and locked in the designated rack area at all times. Students riding bikes, skateboards, and scooters are to lock them in the rack area and leave the area immediately. Do not lock two items together. Each student must have his/her own lock. Students should not leave easily removable accessories on their bikes, skateboards, or scooters. Students tampering with the property of others will be referred for disciplinary action and the police may be notified. The bike, skateboard, and scooter area is locked during school hours, opened only before and after school. The school is not responsible for bicycles, skateboards, and scooters while on school property. Bicycles, rollerblades, skateboards, scooters, and other similar devices are not permitted in the main campus area, regardless of time or day. Students should not ride Zuca-style backpacks to or from school or while on campus.

***Bus Riders***

It is recommended that parents be present when children are dropped off at the bus stop at the end of the day. Children walking to and from their school bus stop should be instructed to use the safest, most direct route. Students are encouraged to go directly home from the bus stop.

**NOTE:**

In an emergency, ingress and egress procedures may be altered to maximize the safe and efficient movement of students, staff, and visitors to and from the school campus.

# Section R

## Safe and Orderly Environment

---

### San Pasqual Union School Specific Goals, Objectives, and Action Steps

#### School Mission Statement:

San Pasqual Union School ensures all children receive an education that builds character, confidence, knowledge, and skills to prepare them to be competent life-long learners who can achieve individual excellence.

#### Policies & Procedures on Positive School Climate

##### [Policy 5137: Positive School Climate](#)

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=GqpcNtySmvX6nUI1L3UYtw==&st=5137&mt=Exact>

# GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – Places and Programs				
Goal 1: Champion the Physical, Social, and Emotional Growth & Wellness and Safety for All Students (Board Goal #3)				
		Strategies to be Used	Person Responsible	Resources Needed
Objective 1:		Improve student wellness		
LCAP 2.2	Action	<p>Student Wellness:</p> <p>All teachers have been trained in SEL through the Kagan Cooperative Learning program. A Kagan Instructional Leadership Team (ILT) was also established to plan, prepare, and deliver professional learning opportunities and direct coaching for staff.</p> <p>The Board has authorized a Pupil Services Specialist to support attendance, discipline, mental wellness, and pro-social behaviors.</p>	Mark Burroughs Nicole Zdunich TBD	<p>Pupil Services Specialist - \$84,085.00 (LCFF BASE)</p> <p>Kagan Instructional Leadership Team (ILT) Stipends - \$6,000.00 (Educator Effectiveness)</p>
LCAP 2.4	Action	<p>Online Safety and Netiquette (K-8):</p> <p>Educate students on the responsible and ethical use of technology. In furtherance of this goal, all teachers will be trained in how to teach digital citizenship/digital safety, and each student will participate in 3 lessons per school year. Specifically, using the Common Sense Media platform:</p> <ol style="list-style-type: none"> <li>Teachers take the "Teaching Digital Citizenship" course. <a href="https://www.commonsense.org/education/training/teaching-digital-citizenship">https://www.commonsense.org/education/training/teaching-digital-citizenship</a></li> <li>Students receive 3 grade-specific Digital Citizens lessons per year (1/trimester). <a href="https://www.commonsense.org/education/digital-citizenship">https://www.commonsense.org/education/digital-citizenship</a></li> <li>The district tracks all lessons taught.</li> </ol>	Mark Burroughs Nicole Zdunich	Training, Monitoring

	<p><a href="https://docs.google.com/document/d/1YZNk-d0l6m6myXXmauPR1Fk2xTWj-r-MO0nQx1GFc1k/edit#bookmark=id.gjdgxs">https://docs.google.com/document/d/1YZNk-d0l6m6myXXmauPR1Fk2xTWj-r-MO0nQx1GFc1k/edit#bookmark=id.gjdgxs</a></p> <p>4. District shares 3 Common Sense Media resources with parents per year (1/trimester). The district also periodically shares Smart Social tutorials with staff and parents.</p> <p>5. The District applies for recognition as a Common Sense School.</p>		
--	--	--	--

<b>Component 2 – Places and the Environment</b>			
Goal 2: Ensure Fiscal Solvency, Legal Integrity, and School Safety (Board Goal #5)			
	Strategies to be Used	Person Responsible	Resources Needed
<b>Objective 1:</b>	<b>Maintain a safe and clean campus environment</b>		
LCAP 2.3      Action	<p><b>Campus Safety and Maintenance:</b></p> <p>Collaborate with local law enforcement and first responders to regularly update and maintain a plan for student, staff, and visitor safety. Update the District's Comprehensive School Safety Plan (CSSP) using the updated template from the San Diego County Office of Education (SDCOE).</p> <p>Maintain a 5-year deferred maintenance plan to include anticipated facilities expenditures. Continue preventive and deferred maintenance efforts to maintain a clean, safe, and well-functioning school.</p>	Mark Burroughs	<p><b>PERSONNEL</b> Maintenance and Grounds Salaries - \$384,800.00 (LCFF Base)</p> <p><b>NON-PERSONNEL</b> Maintenance and Grounds Operating Expenses - \$114,500.00 (LCFF Base) Security Cameras x4 \$8,650.00 (LCFF Base)</p>

# Section S

## Rules and Procedures on School Discipline

---

San Pasqual Union School adheres to the Following Policies on School Discipline:

**[Policy 5144: Discipline](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=HVje0fzS5pQLODCEXSk47Q==&st=5144&mt=Exact)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=HVje0fzS5pQLODCEXSk47Q==&st=5144&mt=Exact>

**[Administrative Regulation 5144: Discipline](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=paWl6xnplushydgdv43SvfiJA==)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=paWl6xnplushydgdv43SvfiJA==>

---

**Additionally, per the 2026/26 Student/Family Handbook:**

At the San Pasqual Union School District, we are proud to be a PBIS (Positive Behavioral Interventions and Supports) school. This means we focus on teaching and reinforcing positive behavior while creating a safe, respectful, and inclusive environment for all students.

Students receive many positive privileges and rewards for demonstrating appropriate behavior that aligns with our school-wide expectations. When students make choices that do not meet behavioral expectations, fair and consistent consequences are applied, always with the goal of helping students grow and make better choices in the future.

The SPUSD classroom code of conduct is based on the principle that every teacher has the right to teach and every student has the right to learn. In accordance with EC 48900(k), no student has the right to disrupt the learning environment.

All students are expected to follow school rules and state laws, which are designed to maintain a safe campus and promote a productive learning experience for everyone.

***Five Rules for School-Wide Discipline***

1. Safe: Keep hands, feet, and objects to self
2. On Task: Follow directions the first time they are given
3. Accepting: Treat others and their property with kindness and acceptance.
4. Respect: Use appropriate school language and respect all people, places, and things.
5. SOAR: Respect all adults and school property, use all school equipment correctly, set an example, and act with integrity.

# Section T

## Hate Crime Reporting

---

San Pasqual Union School adheres to the following Policies on Hate Crime Reporting

**[Policy 5145.9: Hate-Motivated Behavior](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=TKW52plus57quFPWsszslshUP02Q==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=TKW52plus57quFPWsszslshUP02Q==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

[e](#)

# Section U

## Bullying Prevention Policies & Procedures

---

San Pasqual Union School adheres to the following Policies on Bully Prevention:

**[Policy 5131.2: Bullying](#)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=5WycplusMd36tluMRdgHmFXnA==>

**[Administrative Regulation 5131.2: Bullying](#)**

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030425&revid=vs4WMBDYsAWCwdBpOdKhmg==>

---

### Per the 2025-26 Student/Family Handbook

Teachers and staff maintain an effective learning environment through engaging lessons and positive classroom management techniques. Teachers strive to build foundations through positive relationships and proactive, preventative practices. However, incidents still arise. Therefore, teachers are empowered to address incidents of misbehavior directly in their classrooms. Students who behave in inappropriate ways and violate school rules and standards will receive appropriate consequences for their actions.

Teachers at SPUSD are encouraged to address inappropriate student behaviors through a series of responses focused on the teaching of alternative behaviors and the assignment of interventions and corrective actions that support the safety of all students and staff. Site administrators are available to support teachers and may determine the most appropriate response(s) to the student's behavior. All responses include assigning interventions and corrective actions that are appropriate to the behavior incident.

### **Bullying**

Many young people can be unkind to each other during adolescence as they refine social skills and grow into adults. While these interactions are unpleasant, there is a clear line between conflict and bullying.

Bullying is a repeated aggressive behavior where one person (or group of people) in a position of power deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Incidents of bullying must include all three of these characteristics:

- 1) Intentional- the behavior was aggressive and a deliberate attempt to hurt another person
- 2) Repeated- these aggressive actions occur repeatedly over time to the same person or group of people
- 3) Power imbalance- the person bullying has more physical or social power than the child or children being bullied

Bullying almost always takes an emotional toll upon the child being bullied, but the actions that constitute bullying vary. There are four types of bullying, which can occur separately or simultaneously. These types include:

- 1) Physical bullying such as kicking or pushing
- 2) Verbal bullying such as name-calling or yelling
- 3) Relational bullying such as excluding or rumor-spreading
- 4) Cyberbullying which involves sending hurtful messages, images, and/or videos over digital devices like computers and cell phones.

In Education Code, bullying is defined as "any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act, as defined, including, but not limited to, sexual harassment, hate violence, or harassment, threats, or intimidation, that has the effect or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to that student's person or property, causing a reasonable student to experience a substantial detrimental effect on his/her physical or mental health, causing a reasonable student to experience substantial interference with his/her academic performance, or causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities or privileges provided by a school." (EC 48900(r))

Per [BP 5131.2](#) (a-h), the Board of Trustees of the San Pasqual Union School District recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects 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 student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Students may also anonymously report bullying and other student concerns through <https://www.saysomething.net/>

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance,

shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

**Cyberbullying**

Per EC 48900(r), students who engage in bullying by means of an “electronic act” may be suspended or expelled. This subsection defines “electronic act” to mean the creation and transmission on or off the school site of a communication including, but not limited to, a message, text, sound, or image, or a post on a social communication network by means of an electronic communication device. Included in this are “burn pages” which refer to internet webpages created for the purpose, or having the effect of bullying; knowingly creating a credible impersonation of another student without their consent, or creating a false profile of a fictitious student or creating a false profile using the likeness of an actual student, all with the purpose or having the effect of bullying.

Cyberbullying includes the 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. 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.

# **Section V**

## **Outside Agency Use of Facilities**

---

San Pasqual Union School values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. To date, the District has not established a formal Memorandum of Understanding (MOU) with other agencies for this purpose, but would be open to partnering with the Red Cross for disaster services. Outside agencies wishing to request facility use should contact the District's Facilities Director to discuss options and arrangements.



# Section W

## Opioid & Fentanyl Overdose Prevention

---

### San Pasqual Union School PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

San Pasqual Union School's primary goal in the fight against opioids and fentanyl use is prevention.

San Pasqual Union School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - How opioids and fentanyl affect the body's systems.
  - Refusal strategies
  - The signs and symptoms of use/abuse
  - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

### FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

### STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

## STEP 2: CALL 911 FOR HELP

### AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

## STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

### San Pasqual Union School uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

## **STEP 4: SUPPORT THE PERSON'S BREATHING**

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person’s airway is clear (check that nothing inside the person’s mouth or throat is blocking the airway).
- Place one hand on the person’s chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person’s mouth to make a seal and give two slow breaths.
- Watch for the person’s chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

## STEP 5: MONITOR THE PERSON’S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

## DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

# OPIOID ANTAGONIST MEDICATION SPECIFICS

## TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

## STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

<b>Naloxone is stored in the following locations at the school:</b>
San Pasqual Union School District Main Office, on wall behind health clerk seating area

# SAMPLE NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

## RECOGNIZE

# 1

Observe for signs of overdose

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils



## RESPOND

# 2

Immediately call for help:

- Call for help – Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
  - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
  - Breathe again
  - Give one breath every 5 seconds



## REVERSE

# 3

Administer Intra-Nasal Narcan

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

**REMOVE** NARCAN Nasal Spray from the box.  
Peel back the tab with the circle to open the NARCAN Nasal Spray.



**Hold** the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



**Gently insert the tip of the nozzle into either nostril.**

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



**Press the plunger firmly** to give the dose of NARCAN Nasal Spray.

• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols



## REFER

# 4

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

<b>Naloxone Trained Individuals (as of 7/12/24)</b>		
<b>NAME</b>	<b>POSITION</b>	<b>LOCATION (Classroom/Office)</b>
Mark Burroughs	Superintendent/Principal	Office
Nicole Zdunich	Assistant Principal	Office
Jen Stefani	Teacher	Classroom
Jolene Mallory	Teacher	Classroom
<a href="#">Maria Anguiano</a>	Health Clerk	Office
<a href="#">Jenny Grassy</a>	Superintendent Executive Assistant/ Office Manager	Office
<a href="#">Jessica Hurtado</a>	Kitchen	Kitchen
Fatima Martinez	Kitchen/IA	Kitchen/Classroom
Shannon Hernandez	Psychologist	Office
Carin Wester	Yard Duty/IA	Classroom/Playground
Rachelle Harris	Yard Duty	Playground
Chelsea Zendejas	IA	Classroom
Andi Saldana	Teacher	Classroom
Steve Bostrom	Coach	Field
Tim Harmon	Teacher	Classroom
Jenny Lynch	Teacher	Classroom
Adriana Mokhtari	Kitchen	Kitchen
<a href="#">Anna Villalobos</a>	Registrar	Office
Makenzie Kelly	Teacher	Classroom
Cari Carter	Teacher	Classroom
<a href="#">Lisa Gangel</a>	Teacher	Classroom
Michale Duenas	Teacher	Classroom
Therea Keeling	Preschool	Preschool
Chelsea Blalock	Preschool	Preschool
Kim Read- Smith	Teacher	Classroom
<a href="#">Diana Castaneda</a>	CBO Assistant	Office
Andrea Encinas	IA	Classroom

## SAMPLE INDIVIDUAL DOCUMENTATION

### San Pasqual Union School District Health Procedure Training – Opioid Antagonist Naloxone Documentation at San Pasqual Union School

I, \_\_\_\_\_ have read, been trained and understand the following  
(Print Full Name)

procedures for individual with identified opioid overdose:

- Understanding and identifying of signs of overdose
- Administration of Intra-Nasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

\_\_\_\_\_ I understand I need to maintain my skills and will be observed on an ongoing basis by the Health Clerk.

\_\_\_\_\_ I have had the opportunity to ask questions and have received satisfactory answers to my questions.

\_\_\_\_\_ I possess a current CPR card, expiration date is: \_\_\_\_\_

\_\_\_\_\_  
Signature

# ***Section X***

## **Workplace Violence Prevention Plan**

---

**See Attached:**

**[Workplace Violence Prevention Plan San Pasqual Union Elementary School District 2024-25 v1.pdf](#)**

# Section Z

## Instructional Continuity Plan

---

*In compliance with California Senate Bill 153*

### **Purpose**

This Instructional Continuity Plan ensures that all students have access to learning during an emergency or prolonged school closure caused by a natural disaster, public health emergency, or other crisis that prevents in-person instruction.

### **Plan Overview**

In the event of a school closure or emergency that disrupts regular instruction, the San Pasqual Union School District will provide continuity of learning through alternative methods, including digital and non-digital resources.

### **Key Components**

#### **1. Communication**

- Families will receive timely updates via email, phone, the school website, and text messaging systems.
- Teachers will maintain regular communication with students and families through Google Classroom, email, or other approved platforms.
- The school will provide updates at least weekly during the closure.

#### **2. Access to Instruction**

Instruction will continue through:

- Synchronous (live) and asynchronous (independent) lessons via online platforms such as Google Classroom and Zoom.
- Paper-based instructional packets for students without reliable internet or device access.
- Teachers will post weekly assignments and expectations.
- Grading and feedback practices will be clearly communicated and adjusted as necessary.

#### **3. Technology and Materials**

- Devices and internet hotspots will be distributed as needed to ensure equitable access.
- Printed materials will be available for pick-up or delivery for students unable to access digital resources.

#### **4. Support for Students with Unique Needs**

- Special education services will continue through virtual meetings, teletherapy, and modified instructional materials.

- English Learners will receive designated and integrated instruction with language support.
- Counseling and mental health services will remain available through remote platforms.

**5. Staff Roles and Responsibilities**

- Administrators will coordinate emergency response efforts and oversee instructional delivery.
- Teachers will continue instruction, provide support, and monitor student progress.
- Support staff will assist in material preparation, communication, and student outreach.

**6. Transition Back to In-Person Instruction**

- Upon reopening, the school will assess student learning, provide interventions as needed, and adjust curriculum pacing.
- Clear communication will be provided regarding schedules, safety procedures, and expectations.

*This plan will be reviewed annually and updated as needed to ensure compliance with state laws and the needs of our school community.*