

Ocean View School District

Comprehensive School Safety Plan



Mar Vista School
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2009 – 2010
Board Approved on

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SECTION I – SAFE SCHOOL PLAN

ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME

Staff members are expected to work with the principal, families and outside agencies to create a safe school environment for all students, parents, and staff. Suspensions are noted below by school year. Suspensions for the past year are noted by reason.

Number of Suspensions, Days of Suspension and Students Suspended

Year	# of Suspensions	# of Days of Suspension	# of Students Suspended
2004-2005	5	14	3
2005-2006	10	19	7
2006-2007	4	8	4
2007-2008	10	25	9

Number of Suspensions in 2007-2008 by Reason

Reason	Number of Suspensions
A	6
b	2
g	1
i	0
k	1

Bus Referral Data by Year

Year	Number of Students	Number of Referrals	Number of Denials	Number of Days Denied
2003-2004	Data not collected	Data not collected	0	0
2004-2005	Data not collected	Data not collected	1	5
2005-2006	Data not collected	Data not collected	1	3
2007-2008	Data not collected	Data not collected	1	5

CHILD ABUSE REPORTING PROCEDURES

School employees are mandated reporters and are obligated to report all known or suspected incidents of child abuse and neglect. General procedures are noted below.

1. Initial Telephone Report

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

Human Services Agency - Children's Services
 4651 Telephone Road
 Ventura, CA 93003
 (805) 654-3200

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

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians

- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

DISCIPLINE PLAN

The Mar Vista School Discipline Program encompasses all facets of school life. Rules are decided upon by the staff keeping the children's best interest as priority. The students also provide input in the development of school rules integrating issues of safety and fairness.

The Discipline Plan is explained both orally and in writing to each student and staff member. Each parent also receives a copy of the rules with a description of the consequences on an annual basis. Parents of new enrollees automatically receive a copy upon initial enrollment.

Children choosing not to follow rules will receive one "ticket" for each infraction committed. Consequences will occur for each of the tickets received. All staff members are expected to implement the Discipline Program by 1) giving tickets when necessary, 2) setting a positive example, 3) reviewing school rules, and, 4) contacting parents, etc.

School Rules

GENERAL PLAYGROUND RULES

The basic rule for the playground is to play in a safe and courteous way.

The following are NOT permitted:

1. Wooden or aluminum bats at recess
2. Bouncing balls against buildings
3. Throwing any object such as rocks, sand or sticks
4. Playing in the restrooms
5. Using playground equipment inappropriately
6. Chewing gum or eating on the playground
7. Going back and forth from the playground to the classroom during recess-even to return equipment
8. No radios, walkman, boomboxes and beepers
9. No toys without prior permission
10. Tag will not be permitted on playground equipment

SPECIFIC PLAYGROUND RULES

SWINGS: There is only one way to swing: sitting down and swinging straight. No other form of swinging is allowed.

HORIZONTAL LADDER AND BARS: All traffic goes in one direction. Do not sit or walk on top of bars. No cherrybombs, death drops or chicken fights.

SLIDE: Only one person at the top of the slide at a time. Do not walk on the slide. Slide down feet first. Do not put sand on the slide. Do not jump off the slide or off the ladder.

BALLS: No sitting or swinging on the tetherballs or pulling hard on the rope. No kicking or sitting on the red balls. Kickball's and soccer balls are to be used on the field.

PLAYGROUND LIMITS:

Students are not to play:

1. On the kindergarten playground beyond the slides
2. Between the portable classrooms: 103 and 107, or on the steps to those rooms
3. In the hallways or grassy areas between classrooms

Students are only to play on the playground.

BATHROOM RULES

The students should be encouraged to keep the bathrooms clean and to use them only for appropriate purposes. Specific rules:

1. 4th and 5th graders may not use the primary bathrooms
2. students are not to play inside or near the bathrooms
3. students are not to throw papers on the floor
4. students should not play with the doors
5. students are never to write or color on the walls

HALLWAY RULES

The hallways are for getting from one place to another. Students should not stay and talk or play in the hallways. They must always WALK.

Specific rules to stress with the students:

1. absolutely no running at anytime, except on playground or field
2. no playing except on playground
3. Balls should not be bounced, kicked, or thrown in the hallways. They should always CARRY their equipment to the playground
4. no yelling

Consequences and Rewards

Children will be addressed politely and treated with respect. Principal's Reward will occur every Friday for those students not receiving a ticket for the week. The Reward for the week should remain a 'secret' since many children are behaving better for certain rewards.

- STEP 1. Verbal warning given to student.
STEP 2. Written ticket given to student. The child will be excluded from the next recess.
STEP 3. Written ticket given. The child will be excluded from the next recess.
STEP 4. Teacher will contact parents after third ticket in one week (or earlier at their discretion) by
- Phone conference and/or
 - Detention letter with copies of tickets.
- STEP 5. If the student does not show improvement, the principal will become involved.

Options:

- Lunch detention
- Exclusion from extra curricular activities
- Modified schedule

DISCRIMINATION/HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or sexual orientation.

Ocean View School District prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

DRESS CODE

School is the student's place of daily business and dress should be appropriate to student activity. Students have the right to make individual choices from a wide variety of clothing and grooming styles, but they must not present a health or safety hazard, or a distraction that interferes with the educational process.

The following guidelines will be observed in determining appropriateness of dress:

- Dress and hair must be neat and clean.
- All students must wear shoes appropriate for daily activities: no thongs, no platform shoes and no cleats.
- Shoes must have a back strap.
- Clothing with reference to gangs, alcohol, drugs, tobacco, sex, or obscene/suggestive language is inappropriate.

- Halter tops, bare midriff shirts, half shirts, fishnet shirts, tank tops and transparent shirts are not permitted.
- Hats are allowed during outdoor times for the purpose of reducing sun exposure.
- Hats that are not part of a uniform (Scouts) should be removed and held over the heart for the Pledge of Allegiance or Star Spangled Banner.

HATE CRIME REPORTING PROCEDURES

Ocean View School District affirms the right of every student to be protected from hate-motivated behavior. Any student who feels that h/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

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

SAFE AND ORDERLY ENVIRONMENT

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program. Behavior is considered appropriate when students are diligent in study, careful with school property, courteous and respectful towards their teachers, other staff, students, and volunteers.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers staff and/or students
2. Behavior that disrupts the orderly classroom or school environment
3. Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity, or any other verbal written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
4. Damage to or theft of property belonging to the district, staff, or students
5. Possession of laser pointers, unless used for a valid instructional or other school-related purpose, including employment
6. Profane, vulgar or abusive language
7. Plagiarism or dishonesty in school work or on tests
8. Inappropriate dress
9. Tardiness and unexcused absence from school
10. Failure to remain on school premises in accordance with school rules

Positive School Climate

Ocean View School District provides an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Staff members teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students receive instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

Students have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff members encourage and reward success and achievement, participation in community projects and positive student conduct.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Conflict Resolution/Peer Mediation Program

SAFE SCHOOL AMBASSADORS PROGRAM

What are Safe School Ambassadors?

A cadre of committed and trained students actively on the lookout for hotspots and continually working to cool them off, students who help their friends make better choices about how they treat others, students who intervene with their peers to prevent and stop acts of cruelty and reduce tension on campus.

Through these interventions the Ambassadors also change the attitudes and behaviors of the bystanders, whose silent participation in acts of cruelty perpetuates a climate where abuse is tolerated.

By modeling respect and teaching tolerance, the Ambassadors help create a campus of inclusion where all feel welcome and none feel fear, where learning flourishes and everyone can excel.

SAFE SCHOOL AMBASSADORS ARE TRAINED TO:

Notice:

- harassment, bullying, and other forms of cruelty that can generate reprisals tension between individuals or groups that can escalate rapidly
- isolation: the students who often left out and don't participate, and are more likely to harm themselves, others, or their school

Think:

- what's really going on? what's the problem?
- how well do I know the people involved? what's my relationship with them?
- what's the environment like? who's around? how could I exit if I had to?
- what's my "inner weather?" how do I feel inside?
- what are my options? what actions might work well in this situation?

Act:

- reach out to isolated students to affirm their worth and help them connect
- intervene to let peers know it's NOT OK to tease, taunt, or bully, which shifts campus norms toward understanding, respect, and inclusion
- refer peers to resources like conflict mediation, counselors, and other services
- obtain adult support if a situation — like a weapon on campus, a fight that's planned or happening, or a potential suicide — requires additional action

Follow-Through:

- monitor past hotspots to ensure they don't flare up again
- follow up & check in with students they've helped to provide further support

SAFE INGRESS AND EGRESS

Over 90% of Mar Vista's students arrive and depart from school on Ocean View School District busses. They have a designated drop-off and pick-up area. This area is adjacent to the 200 Wing and next to the cafeteria. Students walk to the cafeteria or go directly to the playground upon arrival. After school their teachers walk students to the bus pick-up area.

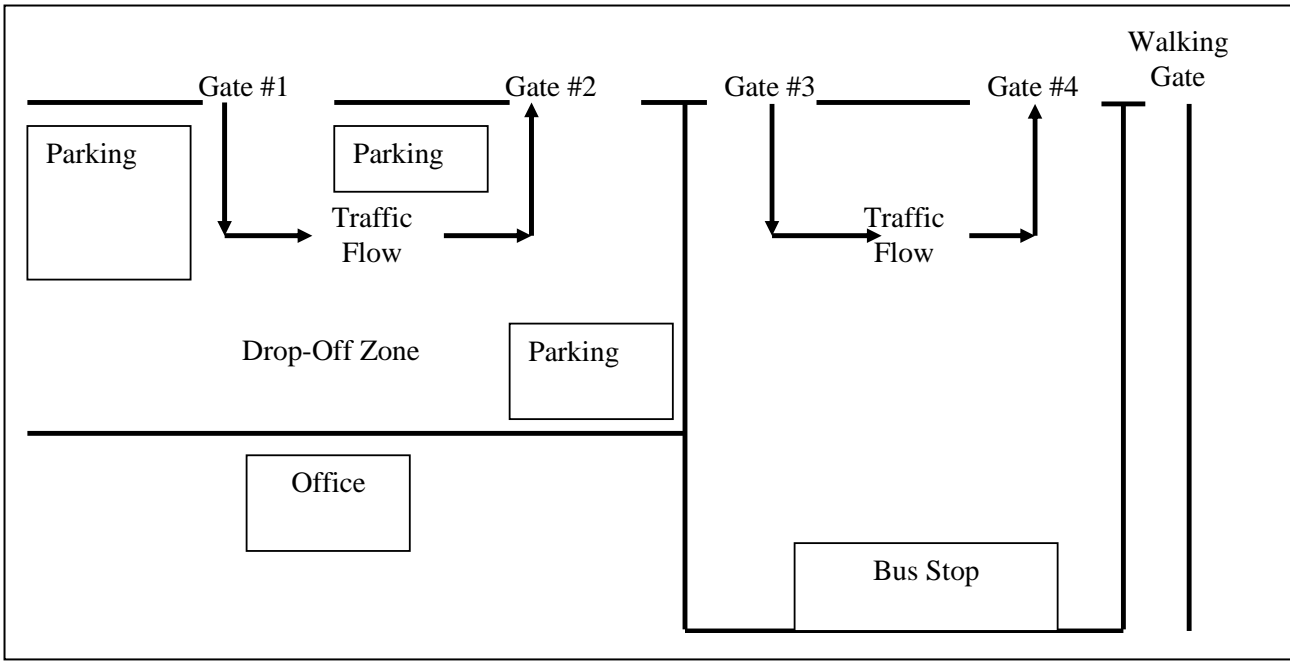
Students that live in 2400 Pleasant Valley walk across Etting Road at the crosswalk. They then proceed walking along the fence and use the far easterly gate to enter the campus. There's a sidewalk that leads them to the main hallway. Students used the same route when leaving school.

Parents that drop-off their son/daughters enter the school through gate #1, unload in front of the office and then exit through gate #2.

School busses enter the school through gate #3 and exit through gate #4. When returning to the bus barn, they enter through gate #1.

The staff has two parking options. They can park in the main parking area, which would mean that they would enter through gate #1 and exit through gate #2. If they chose to park in the area near the 200 Wing they will enter through gate #3 and exit through gate #4.

See Diagram Below.



SAFE SCHOOL PLAN

Safe School Vision

Mar Vista Elementary is a safe, secure, and peaceful campus. Staff members provide an environment that is nurturing, supportive, and caring. Students feel welcome, nurtured, and protected from harm. Mar Vista recognizes the fact that the school has a fundamental responsibility to protect all children. Safety is a basic need, a right, and promise provided to all students. No student, parent or staff member should suffer the pain of physical or verbal harm, threatening gestures, sexual harassment, or racial tension. Staff members understand that all forms of harm and violence distract students from learning. Staff is committed to provide a comprehensive Safe School Plan as part of the school’s broader effort to reach total school safety that includes the concerns, wishes, and hopes of the school community.

Safe School Action Plan

Component 1 – Personal Characteristics of Students and Staff

Areas of Strength	<ul style="list-style-type: none"> ➤ Teachers are committed to improved instruction for students ➤ Teachers are flexible with high expectations for student behavior ➤ Teachers support all students that are struggling emotionally and academically ➤ Staff implement a detention program for managing student behavior ➤ Diversity and background bring a richness to the school experience ➤ Students get along well
Improvement Priority	<ul style="list-style-type: none"> ➤ Some students experience difficulty with personal relationships
Solutions	<ul style="list-style-type: none"> ➤ Continue development of strong character traits including Respect, Fairness, Trustworthiness, Caring, Responsibility, and Citizenship ➤ Continue “ticket” / detention program ➤ Continue Principal’s Reward incentives ➤ Provide counseling to students ➤ Establish Safe School Ambassadors Program
Staff Development	<ul style="list-style-type: none"> ➤ Safe School Ambassador program ➤ Classroom and playground behavior management
Funds	<ul style="list-style-type: none"> ➤ PTC and other funds if available
Assessment	<ul style="list-style-type: none"> ➤ Student, parent, and staff survey ➤ Safe School Ambassadors Program coordinator will monitor ➤ Principal and Leadership Team will monitor progress toward goals

Component 2 – The School’s Physical Environment

Areas of Strength	<ul style="list-style-type: none"> ➤ School location is a rural ➤ School was recently modernized with upgraded electrical, carpet, and furniture ➤ Playground has updated play structures ➤ Landscape has been upgraded ➤ New fencing installed that encloses the front of the campus
Improvement Priority	➤ Crisis response supplies and procedures
Activities	<ul style="list-style-type: none"> ➤ Perform disaster drills ➤ Prepare individual disaster survival kits
Funds	<ul style="list-style-type: none"> ➤ Maintenance ➤ District safety funds ➤ Other funds as available
Assessment	➤ Principal and Leadership Team will monitor progress toward goals

Component 3 – The School’s Social Environment

Areas of Strength	<ul style="list-style-type: none"> ➤ Site Leadership Team is in place and active ➤ Principal facilitates shared decision-making ➤ Consequences for violating behavioral expectations are fair and consistent ➤ Discipline is a developmental process focused on changing behavior and attitude ➤ School counselor provides support to students, parents, and staff members ➤ Classrooms provide an orderly learning environment
Improvement Priority	➤ Increase parent participation in behavioral and academic concerns
Activities	<ul style="list-style-type: none"> ➤ Parent conferences ➤ PTC Meetings ➤ Appointments ➤ Parent Education ➤ Student Study Team Meeting ➤ Ambassadors’ Family meetings
Staff Development	➤ Positive behavior support
Funds	➤ As Available
Assessment	<ul style="list-style-type: none"> ➤ Safe School Ambassadors Coordinator monitors progress ➤ Principal and Leadership Team will monitor progress toward goals

Component 4 – The School’s Culture

Areas of Strength	<ul style="list-style-type: none"> ➤ Staff and students genuinely care about what happens to each other ➤ Recognition for positive behavior and academic progress ➤ Heritage and dignity of students, parents, and staff are affirmed and respected ➤ Special activity days allows students to connect to the school and instills pride and ownership in the school
Improvement Priority	<ul style="list-style-type: none"> ➤ Increase parent understanding of accountability and focus on behavioral and academic standards ➤ Increase student understanding of accountability and focus on behavioral and academic standards ➤ Increase student understanding of accountability and focus on behavioral and academic standards
Activities	<ul style="list-style-type: none"> ➤ CST Chats for 3rd / 4th / 5th graders ➤ Merit Point system for 4th & 5th graders ➤ Promotion Activities for 5th graders ➤ Parent nights to build understanding and share information
Staff Development	➤
Funds	➤ As available
Assessment	<ul style="list-style-type: none"> ➤ 4th & 5th grades staff will monitor their grade level progress ➤ Principal and Leadership Team will monitor progress toward goal

SEXUAL HARASSMENT-PERSONNEL

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her
3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work performance; creating an intimidating, hostile or offensive work environment; or adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor or any other employee, or a non-employee, in the work or educational setting, include but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors
2. Unwelcome visual conduct such as written notes, drawings, pictures, graffiti, gestures or sexually explicit e-mails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

SEXUAL HARASSMENT-STUDENTS

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumor
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects

SUSPENSION/EXPULSION

Serious misbehavior may be grounds for suspension or expulsion from school. Suspension is the removal of a student from participation in all school activities for up to five days. Suspension is at the discretion of the principal or designee. In most cases students are assigned to an alternative punishment rather than being sent home. Generally, misbehavior related to weapons or drugs will result in out-of-school suspension and recommendation for expulsion. Students may be suspended or expelled based on the following matrix.

Must Recommend Expulsion (Mandatory – EC 48915(c))	Shall Recommend Expulsion Except in Special Circumstances (Expulsion Expected)	May Recommend Expulsion (Discretionary) EC §48900
<p>Act <u>must</u> be committed at school or school activity.</p> <ol style="list-style-type: none"> 1. Weapons <ol style="list-style-type: none"> a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee that is concurred with by the principal or designee. Selling or otherwise furnishing a firearm b. Brandishing a knife at another person. 2. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq. 3. Committing or attempting to commit a sexual assault as defined in subdivision (n) of 48900 or committing sexual battery as defined in subdivision (n) of 48900. 4. Possession of an explosive. 	<p>Act <u>must</u> be committed at school, school activity, or on the way to and from school or school activity.</p> <p>Education Code Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. Education Code Section 48915 (a)(1). 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Education Code Section 48915 (a)(2). 3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. Education Code Section 48915 (a)(4). 5. Assault or battery, or threat of, on a school employee. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. 	<p>Act must be committed at school, school activity, or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> a. †Inflicted physical injury b. Possessed dangerous objects c. Possessed drugs or alcohol (policy determines which offense) d. Sold look alike substance representing drugs or alcohol e. Committed robbery/extortion f. Caused damage to property ‡ g. Committed theft h. Used tobacco (policy determines which offense) i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted or defied school staff l. Received stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harassed, threatened or intimidated a student witness p. Sold prescription drug Soma q. Committed hazing <p>48900.2 Sexual harassment 48900.3 Hate violence 48900.4 Creating disorder 48900.7 Terroristic threats</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].
		<p>† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>

Students may be suspended or expelled for the above acts including, but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period, whether on or off the campus; and 4) during or while going to or coming from a school sponsored activity.

A teacher has the right to suspend a student for up to two (2) days from his or her classroom for offenses listed above. This includes the date of the suspension. The teacher will arrange a parent conference prior to the student returning to class.

Board policy governs suspension and expulsion due process for regular and special education students.

SUSPENSION/EXPULSION-TEACHER NOTIFICATION

Teachers are informed of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code §48900 except possession or use of tobacco products, §48900.2, §48900.3, §48900.4, and §48900.7. This information is based on district records maintained in the ordinary course of business or records received from a law enforcement agency.

At the beginning of each year, the school administrator provides to each teacher a list of students suspended or expelled for his/her review. The teacher documents that they have been notified by signing a notification list.

SECTION II – INITIAL RESPONSE CHECKLISTS

AIRCRAFT CRASH

What to do if an aircraft crashes on or near the school.

Principal:

1. Call 9-1-1 to report the crash and notify District Office.
2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary
3. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Unit, the Search and Rescue Unit, the Medical Unit, the Assembly Area Unit, and the Student Release Unit.
4. You are the Incident Commander. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.
5. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

Teachers:

1. Determine if your class is in immediate danger.
2. If the class is in danger evacuate your class to a safe location. If it is safe, stay in your room.
3. If you evacuate, take roll and document absent and/or missing students on class attendance sheet.
4. Move your class to the designated Assembly Area, as directed. Once it has been established.
5. Activate the Buddy System and either remain in Assembly Area to supervise students or report to the Command Post for assignment. Wait for further instructions.

BOMB THREAT

What to do in case of a bomb threat.

Discovering Party:

1. If you receive a bomb threat over the telephone, ask the following:
 - A. When will it explode?
 - B. Where is the bomb right now?
 - C. What does it look like?
 - D. What kind of bomb is it?
 - E. What will cause it to explode?
 - F. Why did you place the bomb?
 - G. What is your address? (Where are you?)Note: They actually may tell you.

H. What is your name?

Principal:

1. Dial 9-1-1 to notify police of Bomb Threat. Contact the District Office.
2. If you believe the bomb threat is credible, do not use a walkie talkie or cell phone. (There are some radio controlled bombs).
3. Determine if you will evacuate the school before conducting a search. Activate the alarm signal (bell-verbal) if you decide to conduct an evacuation.
4. Evacuate to Assembly Area.
5. Minimum the Incident Command System Activation recommended: Operations Section and Hazard Control Unit.
6. In conjunction with the Police Department, direct a search of the campus.

EARTHQUAKE – DUCK, COVER, HOLD

What to do in case of an earthquake.

If inside:

1. Take cover under a desk or strong table, or sit or stand against an inside wall.
2. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.
3. Stay away from windows, glass, bookcases and outside doors.
4. Do not use telephones. Place receivers back on the cradle.
5. If a fire develops, follow the procedures in the Fire Section.
6. Do not light a cigarette or strike a match until gas lines are checked out.
7. Tune to Ventura County Emergency Alert Stations (EAS) include: KHAY 100.7 FM and KVEN 1450 AM.
8. Prepare to evacuate to the Assembly Area, if instructed to do so.

If outside:

1. Move away from buildings and utility wires.
2. Watch for falling glass, electrical wires, poles, trees, or other falling debris.
3. Prepare to relocate to evacuation Assembly Area, if instructed to do so.

Principal:

1. Establish a command post and initiate damage assessment; report to the District Office.
2. If necessary, direct the evacuation of staff and students to assembly areas.
3. Activate a Search Team to check all buildings for trapped or injured staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Operations Section. Search and Rescue Unit. Assembly Unit. HazardControl Unit. Refer to Section 4. You are now the Incident Commander.

Teachers:

1. Give the **Duck, Cover and Hold** command to students and employees. Duck, cover and hold yourself.
2. When shaking stops, note condition of your neighbors.
3. Determine if an immediate evacuation is necessary (if in your opinion remaining in the building is a hazard). If you do not believe an evacuation is necessary, stay in the building and await further instructions. (Refer to Facility Map for your assigned area.) If you believe an immediate evacuation is necessary, direct an orderly evacuation to your pre-designated Assembly Area.
4. Take your “Go Bag” and roll book to the Assembly Area.
5. Take roll and document absent and/or missing students on class attendance sheet.
6. Teachers are now available to activate the Buddy system and either remain in Assembly Area for student care or report to the Command Post for assignment. (Refer to Section 4).
7. Determine the first aid needs of your class. Prepare to have injured students transported to the Treatment Area, when activated.

FIRE

What to do in case of a fire.

Discovering Party:

1. Activate nearest accessible manual alarm pull box, or notify the office that there is a fire at (**say location**). The Office will call the fire department.
2. Clear everyone from the immediate area.

3. Close – but do not lock all doors leading to fire area to isolate the area and prevent spread of fire.

Principal:

1. Upon knowledge of fire, activate alarm signal (**bell and verbal**) and ensure that 9-1-1 has been dialed. Establish a Command Post and report the fire to the District Office.
2. Supervise the evacuation of staff and students to assembly areas.
3. Direct an employee to check all bathrooms and training rooms for staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Assembly Unit, Operations Section, and Hazard Control Unit. Refer to Section 4. You are now the Incident Commander.

All Personnel:

1. Do not panic. Remain calm and listen to instructions
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows – oxygen feeds fires.
3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.
4. Take your “Go Bag” and roll book to the Assembly Area.
5. Call 911 at earliest opportunity.
6. Once in the Assembly Area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Unit Leader.
7. If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. **Do Not risk personal safety to put out a fire.**

FLOODING

What to do in case of a flood.

Principal:

1. If you are experiencing flooding problems which might affect your school site, contact the District Office.
2. Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to 100.7 FM or 1450 AM for EBS.

3. If flooding is imminent, Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Unit (Section 4) and the Logistics Section to begin sandbagging and other property protection measures as required.
4. Determine from the District and local authorities if the school is to be evacuated or closed. If so, activate the Student Release Unit (Section 4) to begin the student release process.
5. Activate other Incident Command System functions as required to support your actions.

Teachers:

1. Keep students indoors until it is determined to be safe.
2. Prepare to evacuate students. Evacuate students to pre-designated Assembly Area if an evacuation is ordered.
3. Take roll and document absent and/or missing students on class attendance sheet.
4. Prepare to release students to the Student Release Unit. Note: Do not release any students until you have completed the Student Accounting Form. Prepare to release individual students according to the student release procedures.

HAZARDOUS MATERIALS INCIDENT

What to do in cases of a Hazardous Materials Incident.

Principal:

In the event that a hazardous material is released in the area of the school, the Police Department and/or Fire Department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. Inform the District Office of the evacuation order and relay any additional assistance needed.

1. Establish and maintain communication with the Police Department and the District's Emergency Operations Center. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section.
2. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources
3. Until ordered to evacuate assume that a "shelter-in-place" strategy will be employed and do the following:
 - A. Direct that all students and staff remain indoors until it is safe.
 - B. Direct that all heating-ventilation and cooling units are shut down.

C. Direct that all windows are shut.

Teachers:

1. Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to another location, if directed.
2. Keep students calm.
3. Close all classroom doors and windows.
4. Ensure that the heating-ventilation and cooling system is shut down.
5. Unless otherwise instructed, assume that a “shelter-in-place” strategy is being utilized. Keep all students indoors until it is determined to be safe.

LOCK DOWN

What to do in case of a lock down.

All personnel:

1. First person to become aware of the situation should use the telephone’s “page” to notify all staff.
2. Person at front desk locks the lobby doors.
3. All staff grab cell phones or emergency bags and meet in Lockdown Assembly Area.
4. At the Lockdown Assembly Area the person with the most responsibility assigns person to call 911.
5. Report medical emergency to Incident Commander.
6. Await instructions.

Incident Commander:

1. Ensure that 9-1-1 has been called.
2. Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Unit if there are multiple casualties.

Direct responding emergency personnel to the victim(s).

MEDICAL EMERGENCY

What to do in case of a medical emergency.

All personnel:

7. If situation is life threatening, Dial 9-1-1.

8. Report medical emergency to School Principal.
9. Await instructions.

Principal:

3. Ensure that 9-1-1 has been called and report medical emergency to District Office.
4. Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Unit if there are multiple casualties
5. Direct responding emergency personnel to the victim(s).
6. Isolate staff and student from the victim(s).

NUCLEAR ATTACK

What to do in case of a nuclear attack.

This plan is designed to provide direction in the unlikely event a nuclear weapon detonates away from the city. The blast effect is assumed to not threaten the City. The hazard of such an incident is the associated radioactive fallout. (Note: Due to Electromagnetic Pulse, electronic and communication equipment may fail).

Principal:

1. Establish and maintain communication with the District's Emergency Operation Center (EOC). Establish a command Post. Minimum Incident Command, System Activation recommended: Operations Section, Logistics Section and Facilities Unit.
2. Direct the Facilities Unit to begin locating food and water.
3. Direct the Facilities Unit to begin protecting each building containing people for nuclear fallout. Any object placed between the fallout and people can help to reduce exposure.
4. Direct that all heating-ventilation and cooling units be shut down.
5. Direct teachers to keep students within the interior walls of each building.
6. Keep all staff and students indoors until it is determined by the Ventura County Health Department that it is safe.
7. Maintain communication with the District Emergency Operations Center to receive updates. Tune to the Emergency Alert System (EAS) at 100.7 FM or 1450 AM to receive updates.
8. Upon receiving the "all clear." activate the Student Release Unit (page 28).

9. Activate Incident Command System units as required to accomplish necessary functions.

Teachers:

1. Keep students on the interior walls of the classroom.
2. Keep students indoors until it is safe to leave. Refer to the Hazardous Materials Incident Section for more information (page 11).
3. Take roll and document absent and/or missing students on class attendance sheet.
4. Upon receiving the “all clear,” prepare to release students to the Student Release Unit.

PANDEMIC FLU

Outbreak of Flu Disease – less than 10% students

District Incident Commander:

1. Begin Heightened Surveillance Reporting. **Send out Parent Letter #2 – Bird Flu**, when bird flu case(s) are confirmed in Ventura County. Can also send Tips for Parents on Prevention flyer.
2. Inform parents that some students are sick but schools remain open, include tip sheets and information resources. **Send out Parent Letter #3 – Initial Outbreak**, when schools remain open. Can also send Tips for Parents on Prevention flyer.
3. Work with Ventura County Public Health regarding a Press Release announcing schools remain open but parents need to prepare/Use key messages – Open School.

Site Incident Commander:

1. Post flu prevention signs on campus.
2. Implement action plan for decreased work staff as the need arises in each department.

Expansion of the Outbreak – 10% or more of students ill (but less than 30%)

District Incident Commander:

1. Local Health Officer issues ADA Support Letter to schools / Epidemic Declaration.
2. Begin Intensive Surveillance Reporting.
3. Inform parents of tips on keeping children well and how to prevent the spread of germs. **Use Parent Letter # 4 – Expanded Outbreak**, when school remains open. Can also send Tips for Parents on Prevention flyer.

Continued Expansion of the Outbreak – more than 30% of students ill

District Incident Commander:

1. Ventura County Public Health Officer issues Declaration and press release closing schools(s).
2. Close school.
3. Announce school closure; send out **Parent Letter #5 – School Closure**. Use other common methods to efficiently and effectively inform parents / guardians.
4. Cancel any non-academic events.

Following the Outbreak

District Incident Commander:

1. Ventura County Public Health issues declaration and press release that schools can open.
2. Announce school open, send **Parent Letter # 6 – School Open**. Use other common methods to efficiently and effectively inform parents / guardians.
3. Continue communication between Ventura County Office of Education and Ventura County Public Health regarding status.
4. Return to heightened surveillance reporting.
5. If students get sick again, restart checklist at Outbreak section.

RIOT/CIVIL DISORDER

What to do in case of a riot or civil disorder.

All Personnel:

1. **If disturbance is off campus**, as much as possible, remain in your work area and maintain your normal work routine.
 - A. Wait for further instructions indicating if campus is in a lock down situation. “Teachers, we are initiating a school lock down. This is not a drill.” Once the campus is secure you will hear: “The school lock down is over. This is not a drill”.
2. **If rioters enter your area:**
 - A. Initiate lock down procedures
 - Remain calm and lock all doors and close window blinds.
 - Avoid window areas if possible.
 - Do not leave your building or work area unless you feel you are in imminent danger.
 - If you do leave the building, avoid any interaction with **rioters**.
 - Await further instructions.

Principal:

1. Direct a lock down of the campus if you believe the situation warrants.

2. Consult with the Police Department and the District to coordinate appropriate protection for the school and its personnel.
3. Establish a Command Post
4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system.
5. Minimum Incident Command System Activation Recommended: Operations Section. and Hazard Control Unit to staff Security Team.
6. Do not permit staff or student to leave the school until you have determined it to be safe. Direct the careful screening of all persons entering the school facility. If appropriate, use the public address system.

SUSPICIOUS INDIVIDUAL OR CRIMINAL ACTIVITY ON CAMPUS

This checklist is designed to address unknown individuals who are exhibiting suspicious or potentially threatening behavior or obvious criminal activity.

Discovering Party:

1. Notify office of unfamiliar individual and report their location and behavior.
2. If the individual appears dangerous or is involved in criminal activity, avoid contact and move to a safe location.

All Personnel:

1. When informed of a suspicious individual or activity on campus, the words “We are initiating a school lock down. This is not a drill” will be used. Initiate lock down procedures and await further instructions.
 - Remain calm and lock all doors and close window blinds.
 - Avoid window areas if possible
 - Do not leave your classroom or work area.
 - Await further instructions.
2. No staff or students will be permitted to leave the school until it is safe. During lock down, communicate any suspicious activities or noises to the office. This information may be useful to authorities. Once it has been determined it is safe, the words “The school lock down is over” will be used.
3. If the intruder enters your area:
 - A. Do not provoke an incident.
 - B. Remain calm and do not get involved. Leave or avoid the area.

Principal:

1. If you believe it is safe, approach the individual and assess the individual’s business. You should be accompanied by another adult staff member, if at all possible. Explain the school visitor policy.
2. If suspicious or criminal activity has been reported, immediately dial 9-1-1 and contact the District Office.

3. Consult with the Police Department and district to coordinate appropriate protection for the school and its personnel.
4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system and direct a lock down of the campus.
5. Activate the Incident Command System and attempt to monitor the situation without putting staff in jeopardy. Await the authorities.
6. Do not permit staff or students to leave the school until you have determined it to be safe.
7. As appropriate, use the public address system to end the school lock down.

TSUNAMI

What to do if a tsunami occurs in the area.

Principal:

1. Upon notification, immediately evacuate students/faculty to higher ground or move inland away from the coastline.
2. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Search and Rescue Unit, the Medical Unit, the Assembly Area Unit, and the Student Release unit.
3. You are the Incident Commander. Begin a comprehensive assessment of the situation and direct resources until emergency personnel arrive.
4. Upon arrival of emergency response personnel, form a united command with them and direct your resources accordingly.
5. Wait for further instructions.

Teachers:

1. Upon notification from Incident Commander evacuate students to higher ground or move inland away from the coastline.
2. Take roll and document absent and/or missing students on class attendance sheet.

Activate the Buddy System and either remain in the Assembly Area to supervise students or report to the Command Post for assignment. Wait for further instructions.

UTILITY FAILURE

What to do in case of a utility failure.

Principal:

1. Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.
2. Notify District Office and District Maintenance Department.
3. Contact the appropriate utility company if directed.
Southern California Edison 529-1524
Southern California Gas Company 1-800-427-0044
1-213-244-8900
4. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school; if so, activate the Incident Command System Hazard Control Unit to isolate the area.
5. Determine if an evacuation of classrooms is necessary.

Teachers:

1. Open window shades and use emergency flashlights as necessary.
2. Prepare to relocate your class to your pre-designated Assembly Area.

SECTION III – POSITION RESPONSIBILITIES

ASSEMBLY/SHELTER UNIT

Personnel: Teachers, available staff

Responsibilities:

- Obtain “Go Bag” and any safety equipment if necessary.
- Review procedures/assignments with personnel.
- Establish point of entry into the Assembly/Shelter Area.
- Establish and demarcate the student Assembly/Shelter Area with cones and flagging ribbon.
- Instruct teachers to have students to sit on ground. Take roll and document absent and/or missing students on class attendance sheet.
- Buddy teachers should establish contact with each other. Teacher with lead or staff assignment, will “hand off” responsibility for the class to the buddy teacher and report to the emergency assignment.
- Instruct teachers to report immediate first aid needs to you.
- After all classes are accounted for, take Classroom Attendance Sheet to the attendance table.
- Ensure that teachers supervise and reassure students
- Once the Treatment Area has been established, make arrangements with the Treatment
- Area to transport any students needing medical attention.
- Be alert for latent signs of injury/shock in all students.
- Prepare for student release. Do not release students directly to parents or guardians. Students are to be released only to the Student Release Unit
- Team leader makes periodic status report updates to Incident Commander.

Assembly/Shelter Unit Equipment/Supplies:

1. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Clipboard and appropriate paperwork & forms
 - D. Pens, Pencils and Markers
 - E. Class Roster and buddy Roster
 - F. Updated school wide attendance roster

2. Two-way Radio
3. Traffic Cones/flagging ribbon
4. Table & chairs for attendance table
5. Games/books etc. to entertain children

***Request all other resources through Logistics**

DEPUTY INCIDENT COMMANDER

Personnel:

Responsibilities:

- Obtain your “Go Bag” (Emergency Response Plan, hard hat, job description sheet).
- Report to the Incident Commander.
- Your Primary responsibilities are to assist the Incident Commander.
- Assist the incident commander in reviewing and accomplishing the items in the Incident Commander Checklist.
- Stand in as the Incident Commander at the Command Post when he/she is away.

NOTE: The Deputy Incident Commander does not have the authority of the Incident Commander. Receive and relay information to the Incident Commander when they are away from the Command Post or on break.

If the Incident Commander leaves the School, he/she must appoint a new Incident Commander.

Deputy Incident Commander Supplies:

1. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Clipboard and Legal Pads
 - D. Pens, Pencil and Markers
2. AM/FM Radio
3. Two-Way Radio

***Request all other resources through Logistics**

FACILITIES UNIT

Personnel: Teachers, janitors, maintenance staff

Responsibilities: The Facilities Unit is activated to set up and maintain all of the incident facilities to include: the command post, the sanitation area, the supply checkout area, the student request and release gates, the staging area, medical treatment areas, and any other functional areas activated by the Incident Commander.

- Receive a briefing from the Logistics Chief/Incident.

- Determine requirements for each facility to be established.
- Prepare layouts of incident facilities. Request assistance, if needed, from the Incident Commander.
- Activate the required facilities (See facility map on page 42 for proposed facility locations):
 - Sanitation Area (see reference section).
 - Command Post
 - Shelter Areas
 - Staff Area
 - Assembly Area
 - Student Release Gate
 - Morgue
 - Treatment Area
- Communicate status updates with Logistics Section Chief/Incident Commander.

Equipment/Supplies:

1. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Legal Pads
 - D. Pens, Pencils and Markers Table and Chairs
 - E. Clipboards

FOOD UNIT

Personnel:

Cafeteria staff

Responsibilities:

- Determine food and water needs.
- Coordinate food and water needs with the District's Logistics Section.
- Setup cooking facilities as required.
- Setup an area for the feeding of students and staff.

Equipment/Supplies:

1. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Legal Pads
 - D. Pens, Pencils and Markers
 - E. Clipboards
2. Food and water
3. Paper plates, cups, napkins, plastic utensils
4. Flashlights

***Request all other resources through Logistics**

HAZARD CONTROL BRANCH

Personnel: Custodial, Grounds staff and staff made available by buddy system-

Responsibilities: This Unit is responsible for the following functions

1. Fire Suppression
2. Utility Control
3. Hazards Isolation

As you do the following, be alert – report any damage to the Operations Section Chief at the Command Post:

- Take no action that will endanger yourself.
- Report to ‘Command Post’ (CP).
- Obtain hard hat, identification vest, this checklist, a clipboard and a radio.
- Locate/control/extinguish fires as necessary.
- *If necessary*, shut down gas supply.
- Shut down water and electrical only if advised to do so by Command Post.
- Post **HAZARDOUS AREA – DO NOT ENTER – KEEP OUT** tape around damaged or hazardous area.
- Advise Command Post of all actions taken.
- Report back to Command Post for reassignment.

Equipment/Supplies:

1. Go Bag. (Get Hazard Control Bag supplies from Logistics).
2. Master Key(s)
3. Shutoff tools – gas & water
4. Fire extinguishers

***Request all other resources through Logistics**

INCIDENT COMMANDER

Personnel: Principal, Vice Principal, or Lead Teacher

Responsibilities:

- Remain calm. Lead by example: your behavior sets tone for staff and students.
- Obtain your “Go Bag” i.e. Emergency Response Plan, hard hat, vest, clipboard (with job description sheet).
- Determine the nature and extent of the emergency. (I.e.. localized to your campus with expectation of outside help, or major area disaster with little expectation of immediate assistance).
- Verify that Assembly Area is still safe.
- Establish a Command Post.
- Activate the appropriate components of the emergency organization (Command, Operations, Logistics. etc.)
 - Will you need assistance as the Incident Commander? Assign a Deputy Incident Commander.
 - Will you need Search and Rescue, Medical or Hazard Control? Assign an Operations Section Chief to oversee these branches.
 - Will you need to order resources. ie.. food, sandbags, water. etc.? Assign a Logistics Section Chief.
- Using the “Incident Assignments” form (page 18-19), assign staff and volunteers to functions that are required to respond to the incident. Fill only the positions that are necessary to appropriately respond to the emergency. As the incident evolves, it will be necessary to reassign people to different, positions and to activate and deactivate functions.
- The principal is solely responsible for emergency/disaster operations and should, if at all possible, remain at the command post to *observe and direct* all operations.
- Assess total school situation:
 - View Site Map periodically for Search and Rescue progress and damage assessment information
 - Check with team leaders for periodic updates.
 - Reassign personnel as needed.
 - Think about information to be released by Public Information Officer (PIO) and how to release that information. (The District will assist you with this task).
- Ensure District EOC is receiving periodic status report updates.

- Monitor local emergency radio station for local news.
- Authorize student release when appropriate.

NOTE: No student should be released until student accounting is complete. **In a major emergency, DO NOT send students home at the end of the regular school day, except through the Student Release procedure, or unless directed by the District Office.**

- Plan regular breaks for all staff and volunteers. **Take care of your care givers and yourself!**
- Release school site employees as appropriate per district guidelines. By law, during a disaster, all school site employees become “Disaster Service Workers.” All employees shall remain on site through the conclusion of the work day to ensure adequate student supervision and safety in the Assembly area and staffing of the Student Release Unit. Use your discretion in determining which employees to release or retain at the end of the work day based on school safety needs and the personal circumstances of individual employees. (i.e. child care, notification of family emergency, transportation. etc.).
- Remain on and in charge of your campus until redirected or released by the District Office or Emergency Operations Center.

Incident Commander Supplies:

1. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Clipboard and Legal Pads
 - D. Pens, Pencils and Markers
 - E. Scotch Tape/Masking Tape
 - F. Scissors
 - G. Cassette recorders with blank tapes and batteries
 - H. Emergency Information Forms
 - *Sample News Release
 - *General School Information (student/staff population)
2. School Site Cellular Phone
3. Two-Way Radio

***Request all other resources through Logistics**

LOGISTICS SECTION CHIEF

Personnel: **Teacher**
Responsibilities:

- Obtain cap and identification vest
- Review all Emergency Checklist items and assign/delegate responsibility to subordinates
- Obtain briefing from Incident Commander
- Activate and staff subordinate units, as required
- Direct the opening of the disaster storage container.
- Brief subordinates, as necessary.
- Process incoming requests for support. Make sure other functional areas are involved as necessary.
- Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
- Support the activation of required facilities (see Facilities Map on page 42 for proposed facility locations):
 - Sanitation Area
 - Command Post
 - Shelter Areas
 - Staff Rest Area
 - Assembly Area
 - Student Release Gate
 - Morgue
 - Treatment Area
- Determine the extent of current and anticipated field operations and plan necessary logistical support.
- Provide, maintain and control equipment, supplies, facilities and commercial services required by incident.
- Coordinate and process requests for additional resources with District Logistics Section Coordinator.

Disaster Bin Supplies:

Administrative Supplies

Clipboards

Pens. Pencils. Markers

Scissors, Masking Tape

Identification Vests

Whistles
Bull Horn

Extra Radios and Cell Phones (May be stored in principals office).

Search and Rescue Supplies:

S&R Bags contain:

First aid supply
Flashlights (2)
Pencils, Fat Sharpies, Large Chalk
Steno pad
Goggles (2), Dust Masks (2), Gloves (2), Hard hat
Duct Tape (2-inch)
18 inch pry bar

General S&R equipment available upon request for all units:

Hard hats
Goggles
Dust Masks
Gloves
Pry bars
Flashlights
Batteries
Shovel
Fire Ax

Hazard Control Supplies:

Hazard Control Bag contains:

Emergency Response Plan
Identification cap and Identification vest
Clipboard with job description checklist
Pens, pencils and markers
Flashlight
First Aid Kit
Dust Mask, Gloves, Goggles, Hard Hat
“Hazard Area” tape and “Keep Out” tape

Medical Supplies:

Medical Treatment Victim Logs
Notice of First Aid Care Form
S.T.A.R.T. Field Guide
Ground Cover/Tarps
Quick Reference Medical Guides
Triage Tags
Medical Supplies to augment supplies in “Go Bags”
Cots and Blankets

Cot and Shelter Supplies:

Traffic cones/Flagging Ribbon
Food and water
Cots and blankets or space blankets

Sanitation Supplies:

Rolls of electrical wire
Stainless spring clamps
Black polyethylene sheeting
Portable toilet
Toilet Paper and T.P. holders
Spare toilet bags
5 gallon urinal buckets
Bucket liners
Shovels
Lye and or Bleach
Hand wash

MEDICAL BRANCH

Personnel: School nurse, available staff

Responsibilities:

- Obtain personal safety equipment (hard hat, surgical gloves, mask, safety glasses, identification vest).
- Determine appropriate area for medical treatment. Consider:
 - Separation from assembly area & student “request/release” gates
 - Accessibility for S&R teams
 - Safe distance from buildings
- Medical team leader assigns personnel duties per form (see p. 46).
- Obtain equipment/supplies from the container.
- Be familiar with available inventory.
- All personnel wear identification vests.
- Quickly review procedures/assignments with personnel.
- Establish point of entry into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- **Initiate Triage.** (Consider having Search and Rescue Team assist with triage).
- Prepare to receive victims.
- Team leader makes periodic status reports to Operations Section Chief

Triage Entry Area:

- Staffed with minimum of 2 trained team members.
 - One member confirms triage tag category (red, yellow, green) and

directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Victims not tagged will be considered “delayed” and sent to appropriate treatment area.

- Second team member logs victims on form (see page 58 and sends forms to Command Post as completed).

Treatment Areas (“Immediate” & Delayed”)

- Staffed with minimum of 2 team members per area.
 - One member completes secondary head-to-toe assessment.
 - Second member records information on triage tag and on-site treatment records (see page 48).
- Administer appropriate first aid. Keep accurate records of care given!!
- Continue to assess victims at regular intervals and document care given.
- Communicate with the Incident Commander to determine time line for outside emergency medical support and transport needs.
- If and when transport available, do final assessment and document on triage tag **in red** (if possible). **Keep and file records for reference — do not send with Victim.**
- Communicate with the Incident Commander to establish morgue area, as necessary.

Medical Unit Equipment/Supplies:

1. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and identification Vest
 - C. Clipboards marked Medical” with appropriate paperwork & forms
 - D. Pens, Pencils and Markers
 - E. Triage Tags & Triage Procedure Guide
 - F. Quick reference medical guides
2. Two-way Radio
3. Training manuals
4. Medical supplies
5. Tables & chairs
6. Ground cover/tarps (different colors for treatment areas)
7. Signage for treatment areas.

***Request all other resources through Logistics**

Mortality Management Guidelines

Personnel:

The County of Ventura Chief Medical Examiner – Coroner has Coroner responsibilities through out the County of Ventura. In a wide-scale disaster within Ventura County, it may be several hours or days before the dead can be collected and processed by the Department of the Chief Medical Examiner-Coroner. Law Enforcement has the ultimate responsibility for carrying out this function if the

County Coroner cannot respond. Individuals assuming the Coroner's role will do so only with the instruction and authorization of the County Coroner. Make arrangements with the District for such authorization.

PUBLIC INFORMATION OFFICER (PIO)

Personnel: The School District will provide staff to fill this position. The Incident commander will follow these guidelines as a PIO until relieved by District staff. In extreme circumstances when District personnel are not available, the Incident Commander must determine whether to delegate this assignment to a trusted staff member or perform the role themselves.

Policy: The public and especially parents have the right and need to know important information related to emergencies/disaster at the school site *as soon as it is available*. The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. News media can play a key role assisting the school in getting emergency/disaster related information to the public and parents. Media representatives are therefore treated with respect.

Responsibilities:

- Predetermine a possible “news center” site to serve as a media reception area (located away from the Command Post).
- **Consult with district PIO to coordinate information release and before making any statements.**
- Assess the situation and obtain a written statement. Prepare a written Statement/Press Release and have it approved by the Incident Commander or District PIO. Read it to the media, if at all possible.
Statement should reflect:
 - Reassurance – “Everything is going to be OK.”
 - Incident or disaster cause and time of origin.
 - Size & scope of the incident.
 - Current situation – condition of school site, evacuation progress, care being given, number of injuries and deaths, general nature of injuries, student release location, shelter information, etc. **Do not release names of students or staff.**
 - Resources in use.
 - Best routes to approach school if known.
 - Request any school wishes to be made to the public.
- Advise arriving media that press release is being prepared. Give approximate time of its issue.
- Arrange for a media center site.
- When answering questions after the press release, be complete & truthful always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”

- Direct school site/staff volunteers to refer *all* questions from media/waiting parents to the PIO.
- Determine whether formal written or verbal communications to parents needs to be translated into Spanish.
- Monitor all news broadcasts about incident. **Correct any misinformation heard.**
- Keep a log of your actions, communications, and phone calls, e.g. page 45. **If at all possible, tape media and parent briefings.**

PIO Supplies:

4. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Clipboard and Legal Pads
 - D. Pens, Pencils and Markers
 - a. Scotch Tape/Masking Tape
 - b. Scissors
 - c. Cassette recorder with blank tapes and batteries
 - d. Emergency Information Forms
 - *Sample News Release
 - *General School Information (student/staff population)
5. AM/FM Radio
6. Signage to identify media area or center
7. Portable easel with clipchart

***Request all other resources through Logistics**

SEARCH AND RESCUE BRANCH

Personnel: Custodial, Grounds Staff and staff made available by buddy system. Teams to be assigned by Operations Section Chief, minimum of 2 persons per team

Responsibilities:

- Follow all operational & safety procedures in this plan.
- Obtain all necessary safety equipment – remember sturdy shoes, long sleeves.
- Use clipboard with pre-drawn area to be searched.
- Check with Operations Section Chief for *known* injuries, hazards, specific information *before* leaving the Command Post.
- Size up assigned area. Check for hazards before entering any room.
- Before entering room, put single slash (\) on wall adjacent to doorknob side

of door.

- Search *visually and vocally*. *Listen!*
- Exit room, complete search marking (X) on wall.
- Report significant findings to Operations Section Chief as necessary.
- If you find individuals trapped in a room determine if you can safely extract them. If you can not, go back to Operations Section Chief to report location, situation and get assistance. If you can safely extract them, take injured people to the Treatment Area and uninjured people to the Assembly Area.

Search & Rescue Equipment/Supplies:

1. Master keys on neck lanyard
2. S&R Bag with:(Obtained from Logistics)
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Job description clipboards with map of search area
 - D. Long Sleeve Shirt & Hard sole shoes
 - E. First aid supply backpack
 - F. Flashlights (2)
 - G. Pencils, Permanent “FAT” marker (2), Railroad crayons (large chalk)
 - H. Steno pad
 - I. Goggles (2), Dust masks, Gloves (2), Hard Hat
 - J. Duct Tape (2-inch)
 - K. 18-inch pry bar

***Request all other resources through Logistics**

SECURITY BRANCH

Personnel: Custodial Grounds Staff and staff made available by buddy system

Responsibilities: Your primary responsibility is to:

- Ensure the safety and security of school staff and students.
 - Monitor safety and security of facilities.
 - Coordinate with Local Law Enforcement, Fire, and Rescue personnel for assistance when necessary.
 - Take no action that will endanger yourself.
-
- Report to the Command Post.
 - Obtain hard hat (if necessary), Identification cap or vest, this checklist, a clipboard and a radio,
 - If directed to do so, lock gates and major external doors.
 - Verify that campus is “locked down” and report same to Command Post.

- Advise Command Post of all actions taken.
- Route Fire, Rescue, Police, etc. as appropriate.

Equipment/Supplies:

1. Go Bag
 - A. Emergency Response Plan
 - B. School Disaster Cap and Identification Vest
 - C. Legal Pads
 - D. Pens, Pencils and Markers
 - E. Clipboard
2. Two-way radio
3. Hard hat (if necessary)

***Request all other resources through Logistics**

SECTION IV – SITE EMERGENCY PLAN

EMERGENCY PLAN DIGEST

Emergency Plan Digest

School Civil Disaster Director- *Jaime Verdugo
School Civil Disaster Coordinator- Margarita Smart

Communications

*Alison McCormick
Kirsten Slack
Nancy Nateras
Anna Schall

Rescue Team

*H. Betancourt (B)
M. White
M. Rodriguez
S. Lopez
Day Custodian (B)
H. Rehm
(B) = Get Barrels

First Aid

*Y. Olivas
E. Perez
K. Stevens
D. Aguilar
C. Caudill

Student Control

*E. Angel/ S. Contreras
M. Inglis
J. Dominguez/K. Thomas
K. Esquivel
E. Ragan/M. Frost
Instructional Assistants
Breakfast/Noon Duty Aides
Student Teachers

Reunion Gate

*G. Benson
Sandra Perez
A. Sandoval
A. Segovia

Health and Confort Team

*O. Doan
*C. Delgado
L. Parks
F. Esparza
A. Luna
L. Campos
S. Reid

Sanitation

*E. Sanchez
L. Velasquez
S. Salcedo

Mortuary

*B. Guijarro
M. Curtis

PHASE II: ALL STAFF EXCEPT FOR THOSE IN CHARGE OF STUDENT CONTROL WILL REPORT TO COMMUNICATIONS.

*Specialists are to report to Communications.

*Grounds/Maintenance personnel on site are to report to Communications.

First name to appear for assignment will be in charge.

EMERGENCY PLAN

I. DEFINITION

This plan is to be observed any time that students are required to evacuate their classrooms following a disaster such as an earthquake, flood, fire, plane crash, chemical spill, pipe leak and explosion.

II. PROCEDURE

In case of earthquake, students indoors should drop, cover, hold and take cover under desks or tables, away from windows and sliding objects. Drop, cover, hold.

If outdoors, move to an open area away from buildings, trees, power lines and walls making, yourself as small as possible.

Staff will direct their classes to Drop-Cover-Hold at the first signs of an earthquake. If possible a signal will be given (the signal to Drop-Cover-Hold will be a series of short blasts from the air horn or bells). When you feel it is safe, evacuate classrooms.

Phase 1:

Classrooms: Staff need to evacuate their students to the Student Control-General Assembly area with disaster bag containing ID tags and disaster plan, as soon as they feel it is safe. Take attendance binder if it is convenient. Student identification tags are to be handed out to each student and roll to be taken to ensure that all students/staff/tutors/volunteers are accounted for.

Place outside classroom:

- *fire extinguisher
- *trash can

Place at end of hallway:

- *water jug

Office Staff Evacuate and take:

- *first aid kit-Nancy N..
- *emergency cards (students and staff)-office clerk.
- *student sign out book-office clerk.
- *class lists-current & with the emergency cards- office clerk.
- *student medication-Nancy N. at communications
- *stretcher-Larry(after)
- *daily lunch/attendance count- office clerk.
- *2 way radios-Nancy N.

Phase 2:

Students will remain in the Control Area until one of the following situations occurs:

No damage has occurred: Students can safely return to classrooms as directed by Communications Team or when an All CLEAR signal is given (THREE short and ONE long blast) with the air horn or bell.

Some damage has occurred: All staff except for those in charge of Student Control will be asked to report to Communications. Staff will be assigned to secondary assignments by Communications. Students are to remain at the Student Control-General Assembly Area. Attendance information regarding missing students, staff, etc. should be given to Communications.

Two (2) students from each of the fourth and fifth grade classrooms are to report to Communications AS SOON AS POSSIBLE. They are to bring their vests and class attendance report. They will become part of the Communications Team.

Door Notification When Evacuating Room:

- 1) EVACUATION
 - a) #= number left in room-(report to communications)
- 2) RESCUE
 - a) I= one or more entered
 - b) P = all exited
 - c) #= slash when remove (report to Communications)
 - d) #= if can't remove, don't slash (report to Communications)
- 3) FIRE
 - a) Do not enter.

III. DISASTER DRILL

- 1) Drop, Cover, Hold
- 2) Evacuate
 - a) Leave fire extinguishers and trash cans outside by doors.
 - b) Take water jugs to the end of your wing.
 - c) Take disaster bags and mark doors.
 - d) DO NOT walk under eaves.
- 3) Everyone must report to the evacuation area. DO NOT RETURN TO ROOMS UNDER ANY CIRCUMSTANCES.
- 4) Communications sets up station.
- 5) Students return to homeroom teacher.

- 6) Take attendance and send to Communications. Fourth and Fifth grade representatives report to Communications-names of reps. are written on separate page.
- 7) All teams report to Communications and are immediately dispersed. Report back.
- 8) Communications calls for barrels and equipment to be set up.
- 9) Communications disperses other teams as needed.

IV. ATTENDANCE

1. Take attendance using form. Place flag by classroom. (pencil/marker)
2. Report missing students and staff to Communications.
3. Report injuries to communications.
4. All specialists and support personnel must report in to Communications to get assignments.

Disaster Bags : Place disaster plan, class list, first aid supplies, whistles, flags, tennis shoes, medication, glasses, and sweat clothes in Disaster Bag. Include paper and pencil. A small amount of supplies such as scissors, tape, crayons and paper might also be helpful.

V. INDIVIDUAL TEACHER RESPONSIBILITIES

- 1) Prepare "Substitute Information" sheet and place in Disaster Bag.
- 2) Execute "DROP, COVER, HOLD DRILLS".
- 3) Evacuate classrooms and regroup at designated areas on the playground (Students should be able to evacuate independently in case adults cannot evacuate.)
- 4) Be prepared for aftershocks.
- 5) Determine if first aid is needed for anyone who might be injured. See that injured individuals get proper first aid treatment.
- 6) Once your immediate obligation to your classroom students has been met, stand by for further directions.
- 7) If it is possible for parents to pick up their children at school, they may do so at the Reunion Gate. The person in charge of the Reunion Gate along with the school clerk, will be responsible for beginning the process of reuniting students with their parents or guardians by referring to the Emergency Cards and/or class lists. Reunion Gate will dispatch student messengers to secure students and escort them to the Reunion Gate. Upon release of the students, each parent will be required to sign for their child.

VI. STAFF EVACUATION ASSIGNMENTS

- a. Director - Is responsible for the safety of students and staff members in case of any type of disaster. Directs on-going planning and schedules drills to be certain that everyone is familiar with the Disaster Plan.
- b. Coordinator - Assists the Director in carrying out the Plan. Reports to Communications.
- c. Communications Team - Organizes and coordinates staff assignments for rescue, etc. Maintains a central hub for all communication, information and instructions. Monitors designated radio frequencies in order to obtain the
- d. latest information and/or instructions pertaining to the disaster. The Team is also responsible for utilizing fourth and fifth grade students as messengers, keeping the Director and Coordinator informed, and assisting with the coordination of the evacuation and rescue process. Calls for barrels and equipment to be set up.
- e. Rescue Team - Searches for missing and injured students by checking all buildings. Administers first aid as needed and transports the injured to First Aid Station. Checks for smoke and fire. Suppresses fire when possible. Checks gas, water, electric lines, and emergency shutoffs.

- f. First Aid Team- Administers first aid, and is responsible for maintaining appropriate paper work barrels, medical supplies and equipment. Determines the need for further medical assistance and comforts the injured.
- g. Reunion Gate Team - Secures both gate entrances and coordinates the release of students to parents. Maintains the school emergency student file and has the parent sign the release form. Supervises intermediate students who serve as runners to and from the Student Control area. Makes provisions to admit community members.
- h. Student Control Team - Maintains discipline plans and implements activities to keep the student population calm. Helps to encourage a positive morale.
- i. Health and Comfort Team-Plans for the storage and preparation of enough food and water for a minimum of seventy-two hours. Plans and prepares for adequate sleeping and shelter facilities for school population for a minimum of seventy-two hours.
- j. Sanitation Team - Plans and prepares for latrines in designated area. Gets materials from First Aid Station.
- k. Mortuary Team - Plans and prepares for the identification, temporary disposal of and record keeping regarding the deceased.

