

# San Pasqual Valley Elementary

Rt. 1 676 Baseline Rd.  
Winterhaven, CA 92283  
760-572-0222  
[www.spvUSD.org](http://www.spvUSD.org)

## Comprehensive School Safety Plan 2019-2020

Superintendent: Rauna Fox

Principal: Ruben Gonzalez

Date of Revision: November 21, 2019



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# SAN PASQUAL SCHOOL DISASTER PREPAREDNESS

## **COMMAND CENTER**

Located at the Elementary

Principal, Ruben Gonzalez  
Secretary, Lisa Mendenhall

## **FIRST –AID TEAM**

Located on athletic field

Araceli Armenta  
Luz Maria Grossenburg

## **SEARCH & RESCUE TEAMS**

Report to command center  
For instructions

TEAM #1      Kim Broby

TEAM #2      Amanda Beck  
                    Josue Mejia

## **STUDENT PICK-UP TEAM**

Located near Middle School Gate

Attendance Clerk, Veronica Gallardo

## **SITE SAFETY TEAM**

In front of school on sidewalk

Alba Morales

## **EMERGENCY RUNNERS**

Located near the command center

All instructional aides

# Emergency Phone Numbers

## District Personnel

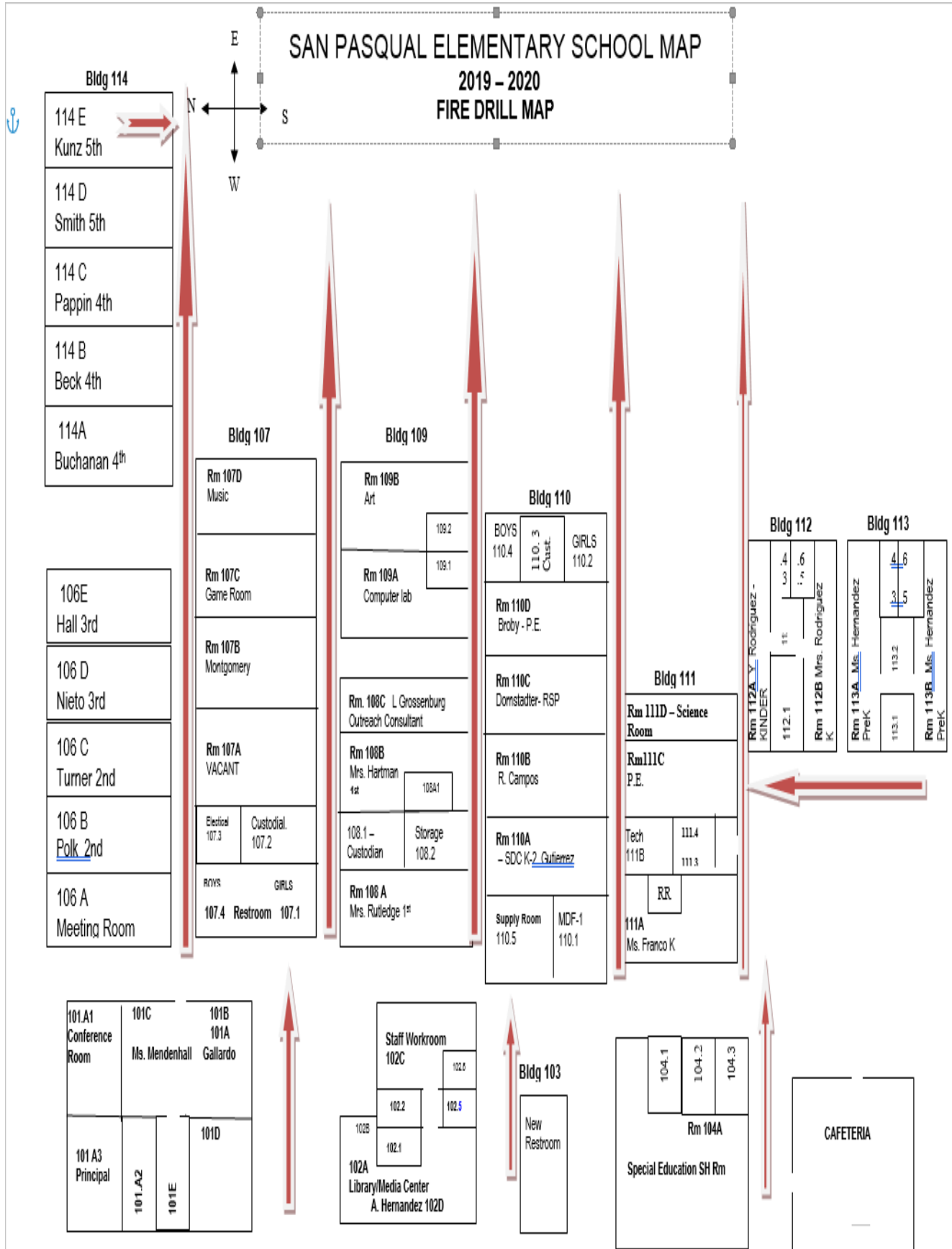
Rauna Fox (760) 356-2974	Superintendent, San Pasqual Unified School District
Ruben Gonzalez (623)980-6104	Principal, San Pasqual Valley Elementary
Lisa Mendenhall (928)550-1145	School Secretary, San Pasqual Valley Elementary
Mary Kay Monson (928)580-6145	Principal, San Pasqual Valley Middle School
Juan Morales (760) 235-4773	Principal, San Pasqual Valley High School
Dr. Thien Hoang (760) 356-2615	Director Special Education

## Community Agencies:

<b>For Immediate Assistance</b>	<b>9-1-1</b>
Imperial County Sheriff	760-572-0229
Quechan Police	760-572-2933
Winterhaven Fire Dept	760-572-0549
Imperial County Sheriff	760-339-6311
Paramedics	9-1-1
Ferrell Gas Yuma	928-783-5261
IID	760-572-0252
Yuma Regional Medical Center	928-344-2000

# SAN PASQUAL ELEMENTARY SCHOOL MAP

## 2019 - 2020 FIRE DRILL MAP



# **Preparedness**

## **Retaining Students During a Disaster**

It shall be the policy of San Pasqual Valley Elementary to hold all students during a disaster until clearance for their dismissal has been obtained from the Administration Office, or until picked up by a parent, legal guardian, or appropriately authorized individual.

According to Civil Defense authorities, school buildings, as a rule, represent more solid and safe construction than most homes or other dwellings. In addition, school grounds provide large clear and unobstructed areas for evacuation.

## **Release of Students**

Students will be released during a disaster, occurring during the regular school day, only if their parents, legal guardians, or a previously designated adult comes to the school personally to pick them up.

The fact that parents know where their children are, that they are under supervision, and that precautions for their safety will be observed should help to prevent panic and confusion.

## **Participation in Drills**

How one reacts in emergencies will depend largely on how well one has been trained to react. Therefore, frequent instruction and practice is important so that all involved react automatically to emergency signals and situations.

The Education Code of the State of California provides that the system of drills in the area of Civil Defense Preparedness and Fire, once adopted by a Board of Education, becomes a requirement for all students.

All occupants of the school site, including teachers, administrators, classified employees, and other adults or children must leave the school's buildings during a drill. Students are to leave the buildings in an orderly and rapid manner.

Minimum drill requirements are listed on page 9. The more these drills become a matter of routine for the students, the less the students are apt to panic if a disaster occurs.

## **Signal Devices**

A megaphone, whistle, or messenger may serve as a signaling device.

## **Emergencies during Breaks**

In the event of emergency during period, or lunch period, students should be sent to their homeroom teacher

## Drills

### ***Fire or Evacuation:***

- Signal:** Short, intermittent signals are given via the school bell system until the conclusion of the drill and the issuance of the “All Clear” signal.
- Procedure:** Students and adults evacuate the building to designated areas according the Principal’s prearranged plans (See Maps on Page 5 & 6). The teacher will be the last person to leave the classroom, taking the class record and/or roll and keys with him/her, and closing the doors and windows if possible.
- Recall:** The Principal or Designee will announce for all staff and students to return to the classrooms at the end of the drill.
- Note:** The Command Center Team is to ascertain that all classrooms, assembly rooms, and restrooms are evacuated, as well as to check on all utilities, such as electricity, gas, and water shut-offs.
- Reporting:** All drills are to be reported to the Holtville Fire Department.

### ***Earthquake or Other Disaster:***

- Signal:** Fire Alarm via bell system, or teacher/designee order to “drop.”
- Note:** In a real earthquake the shock or tremor will be the signal, in which case each teacher and his/her class will proceed immediately as indicated below.
- Procedure:** KEEP CALM – DO NOT RUN

#### *If indoors:*

- Drop to the floor beneath a desk, chair, table or bench with back to any windows.
- If there is nothing to get under, get close to an inside wall, away from windows.
- In a bent, and crouched over position, bury face in the crook of one elbow, place the other hand over the back of the neck.
- Cover the head with a coat or sweater or notebook if handy
- After shaking is over, and/or evacuation signal is given, go to the assembly area

#### *If outdoors:*

- Get away from all buildings
- Stay clear of walls, power poles, trees, loose wires, and metal fences.
- Lie flat on the ground and bury face in the crook of one elbow, place the other hand over the back of the neck

Note: The site supervisor has the option (after complying with the above) either to evacuate the buildings using the fire drills signals and procedures, or to return to a regular school routine using the recall signal.

In case of a real earthquake, the evacuation or fire drill signal is given to evacuate the buildings after the initial earthquake shocks have subsided. In the event of a loss of power, if in the judgment of the teacher it is advisable and necessary to evacuate the classroom for safety, the standard evacuation procedures should be followed.

Recall: The Principal or Designee will use the regular signal, which calls all students into the buildings at any time.

### Required Drill Schedule

Two practice drills are required to be held each school year. Two types of practice drills are recommended each month as listed above. Drills are to be reported to the District Office on the Emergency Drills – Monthly Report form. Drills may be held at the option of the Principal.

Because a disaster can occur at any time of the day, when pupils may be in any given area, drills should be scheduled at various times and under varying circumstances. Pupils and staff should learn to respond properly to warning signals whether they are in the cafeteria, auditorium, on the school grounds, in the halls or corridors, or in the classroom. Specific instructions covering the above circumstances should be effectively communicated to all students.

### San Pasqual Valley Unified School District San Pasqual Valley Elementary

#### Emergency Drills – Monthly Report

Emergency drills must be reported monthly to the SPVUSD District Office no later than the LAST DAY OF EACH MONTH.

Type of Drill	Month / Day / Year	Time of Day*	Duration
<input type="checkbox"/> 1: Fire / Evacuate	___ / ___ / _____	_____	_____
<input type="checkbox"/> 2: Drop / Evacuate	___ / ___ / _____	_____	_____
<input type="checkbox"/> 3: Drop	___ / ___ / _____	_____	_____
<input type="checkbox"/> 4: Lockdown	___ / ___ / _____	_____	_____

\* California Administrative Code, Title 5, Section 17 amended requires a record of the date and time of each drill.

Remarks:

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Principal's Name: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_



## **Procedures for Specific Emergencies**

### **Africanized Honey Bee**

If a swarm of bees is spotted, follow these procedures:

- 1: Evacuate all students from areas near the swarm. Students and Teachers should stay away from the area until it is safe.
- 2: Notify the School Administration, who will...
  - a: Contact the Africanized Bee Hotline at 760-337-5386.
  - b: Notify the District Office immediately.
  - c: Upon consultation with the District Office, staff may contact Terminix as well.

Site staff should not attempt to deal with a bee swarm on school grounds

### **Procedures for Bee Stinging Emergencies:**

- Remove stinger quickly
- Remove stingers in a sideways scraping motion using a credit card, or something similar.
- Ice packs may reduce swelling (available in office)
- A sting-kill ointment may reduce pain
- If the stinging victim shows signs of a systemic allergy, or swelling beyond two joints (i.e. if you are stung in the finger, and swelling extends through wrist and elbow) call 9-1-1 immediately.

### **What Students should know:**

- 1: Africanized and domestic honeybees look the same to the naked eye, so stay away from all bees.
- 2: Africanized bees will build a nest almost anywhere, even on the ground.
- 3: If you know of any wild bee nest, notify an adult so that nest can be removed.
- 4: Africanized bees defend a wide area around their home, so you may not even see the hive before the bees start buzzing around you.
- 5: Large numbers of Africanized bees are likely to sting when they sense someone too near their nest.
- 6: If you get stung, or hear bee buzzing, get away as quickly as possible. Get into a building or car if possible.
- 7: A honeybee will leave its stinger in your skin if it stings you. You need to get the stinger out by scraping it away. Do not pinch or pull the stinger out. Put ice on a sting to reduce the swelling.

## **Air Pollution Alert**

In the event of an air quality emergency, the District is notified by the Air Quality Management District of the nature of the episode.

The District next notifies each school site of the air quality alert.

### **Procedures:**

1: Alert office staff and other personnel to the possibility of air pollution episodes.

### **STAGE 1 Alert (Unhealthful Air Quality)**

- A: Notify appropriate staff (nurse, P.E. teachers, classroom teachers who conduct outdoor activities, etc.) of the alert.
- B: Staff who supervise pupils with special health problems, including heart and respiratory ailments, should instruct such pupils to follow precautions recommended by their physicians in refraining from all vigorous or strenuous activities until otherwise notified.
- C: See that vigorous and strenuous outdoor activities such as running or competitions, which increase the respiration rate markedly for an extended time, are prohibited.

### **STAGE 2 Alert (Very Unhealthful Air Quality)**

- A: Practice sessions that involve vigorous and strenuous activities (either indoors or outdoors) that markedly increase the respiration rate for an extended time period must be cancelled and/or rescheduled.
- B: Interscholastic contests may have to be rescheduled.
- C: Remain alert to the possibility of a Stage 3 Alert or to the termination of the existing alert level.

### **STAGE 3 Alert (Hazardous Air Quality)**

- A: Continue actions taken in Stage 1 and Stage 2.
- B: Take additional protective measures deemed necessary.
- C: The Superintendent shall declare when and if the school day is to be shortened.
- D: Keep the Superintendent apprised of any atypical local condition
- E: All persons are advised to remain indoors, keeping windows closed. All persons should minimize physical exertion and avoid traffic.

## **Bomb Threat**

The safety of students and school personnel shall have the highest priority when considering procedures to follow after receiving a bomb threat. The following procedures have been established to enable all school personnel to be consistent in handling these situations.

- 1: The person receiving the call should engage the caller in a conversation to get as much information as possible from the person making the threat.
  - Ask what time the bomb is set to go off
  - Ask questions regarding the specific location (building, room, closet, etc.)
  - Ask about appearance of the bomb package
  - Listen for background noise (juke box, radio, other people, traffic, etc.)
  - Listen for tone/behavior of caller (panic, calm, hysterical, etc.)
  - Was caller's voice young or old?

- 2: Notify the proper authorities immediately

Winterhaven Police	760-356-2992
Winterhaven Fire Dept.	760-572-0549
If no answer:	9-1-1

After Police have been notified, call:  
San Pasqual Valley Unified School District Office 760-572-0222

- 3: The Principal/Designee shall make the decision for evacuation / reentry of the buildings based upon the following:
  - A: Information given in the received threat, and the manner in which the message was given... such as maturity or voice, whether the caller was calm or hysterical, background noises, and other questions that may have been asked/answered.
  - B: Consultation with police and/or Superintendent
- 4: The evacuation of the school will be by fire or evacuation drill procedures with attention to the possible need to alter evacuation routes to assure that pupils and staff do not exit in the proximity of the suspected bomb's location.
- 5: When a building is evacuated, students will not return to the building until the "all clear" signal is given.
- 6: If a search is necessary, it should be conducted by the school administrators, police personnel, and personnel familiar with the area.
- 7: If a suspect package is found, it must not be approached or touched, and must be reported immediately to the Principal.
- 8: Walkie Talkie radios and Cellular Phones should not be used in the school area until the "All Clear" has been sounded.

## **Bus or Van Emergency**

At the scene of an accident involving a school van or bus, the responding law enforcement agency is in charge.

The responsibility for the release of students rests with the San Pasqual Valley Unified District personnel.

The following van/bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of the students.

### **Procedures:**

#### **I: Van or Bus Accident while transporting students**

##### **A: Driver Responsibilities**

- 1: Contact the Principal's office as soon as possible and give the following information:
  - a: Type of accident
  - b: Location of accident
  - c: Extent of injuries and request for emergency ambulance service
  - d: Request another bus to transport students
- 2: Provide emergency first aid for the following medical conditions in the order listed.
  - a: Restoration of breathing
  - b: Severe bleeding
  - c: Shock
  - d: Minor injuries
- 3: Evacuate the van or bus, only if required for passenger safety.
  - a: Give instructions for orderly evacuation from designated exits.
  - b: Announce specific assembly point
  - c: Accomplish a head count
  - d: Check to be sure that all passengers have left the bus/ van
  - e: Supervise or arrange for supervision at the assembly point
- 4: Report to the Principal's office the names of students sent to the hospital, giving name and location of the hospital.

##### **B: Responsibilities of District Personnel, other than the van/bus driver**

- 1: Assist in implementing directions given by the driver.
- 2: Assist in the supervision or orderly evacuation if this is necessary.
- 3: Monitor and supervise students as needed and assist with First Aid.

### **Chemical Spills:**

Warning of chemical accident is usually received from the Fire and/or Police department when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of chemicals. Where the reported accident occurs, the following procedure is required:

- 1: Determine whether the students and staff should leave the school grounds.
- 2: Move cross wind from the direction of the spill (i.e. if spill is upwind to the West, move to North or South). Never move with or against the wind if it is necessary to evacuate the area.
- 3: Render first aid as necessary. Consult 9-1-1 emergency, the school nurse, or the Poison Control Center if necessary (1-800-972-3323).
- 4: Teachers and staff should follow evacuation procedures, if so determined by the Site Administrator. Roll should be taken and sent to the Command Center.
- 5: Notify the District Office as soon as possible.
- 6: Do not return to the school area until local officials have declared the area safe.

### **Disturbances, Disorders and Demonstrations:**

#### **I: Procedures of Anticipated Disturbances, Disorders or Demonstrations**

- A: Notify the Site Administrator about the possible disturbance as soon as possible
- 1: Include as much information as possible, including the names of students who may know what is going on, the possible date, time, location, and extent of the disturbance.
- B: The site administrator shall:
- 1: Notify the District Office about the threat.
  - 2: Notify site staff as is deemed necessary and appropriate
  - 3: Notify appropriate community resources from which assistance may be desired
    - a: Local police and/or fire department
    - b: Probation Department
    - c: Sheriff's Office
    - d: Others

## **II: Student Disorder**

- A: Notify the Site Administrator as soon as possible
- B: The Site Administrator shall...
  - 1: Notify the District Office as soon as possible
  - 2: Notify students via bullhorn, P.A. System, or other appropriate means, in the presence of adult witnesses, to end the disorder by returning to assigned classes.
    - a: Students should be warned that by remaining on campus, but not going to classes, they risk suspension and/or arrest.
    - b: Staff members should be assigned the responsibility of verifying the audibility of all announcements. (Tape record if possible)
    - c: Students may be given the additional alternative of leaving the campus immediately.
  - 3: If a pupil persists in the disruptive activity following a **second** warning and after a reasonable time (2-3 minutes), notify him/her of his/her suspension, and direct the student to leave the school site.
  - 4: If the pupil continues his/her disruptive activity after notification of his suspension, the Site Administrator may proceed with his arrest under the provisions of section 626.8 of the California Penal Code.

## **III: Employee Disturbance**

- A: Notify the Site Administrator as soon as possible.
- B: If the disturbance occurs during assigned work hours after the employee has reported for work, the following steps will take place in the presence of adult witnesses:
  - 1: Request that the employee desist from his/her participation and return to his/her assignment.
  - 2: If, after a reasonable time (2-3 minutes) the employee refuses to comply with the request, direct him/her to the Superintendent's Office.
  - 3: If, after a reasonable time (2-3 minutes) the employee has not complied with the request, notify him/her that he is guilty of insubordination and that he/she is subject to arrest in accordance with California Penal Code Section 626.8. If his/her presence continues to disrupt the activity of the school, proceed to cause the arrest to be made by police or security officer.

- C: School employees who have not reported for duty but take part in a disruptive activity are considered to be acting as independent citizens and are subject to procedures described in IV below.

**IV: Disturbance – General Public**

- A: Notify the Site Administration as soon as possible.
- B: If conduct of an adult who is not an employee of the District but whose conduct on school premises or adjacent territory interferes with the orderly process of the school, warn him/her, in the presence of an adult witness, that he/she is subject to arrest.
- C: If, after a reasonable time (2-3 minutes) the adult has not complied with the request to desist, proceed to cause the arrest.

**V: Use of Law Enforcement Agency**

- A: If the disorder is beyond the capacity of the administration to control, call the appropriate law enforcement agency. If the Superintendent has not been notified, inform them at this time.
- B: Provide school resources to law enforcement agency if requested.
- C: Staff should recognize that the law enforcement agency will be in charge when it responds to the call for assistance.

**VI: Procedures for Closing of School**

- A: Should be considered only when all other alternatives have failed.
- B: Secure permission from Superintendent, and if closing is approved:
  - 1: Notify on-site staff
  - 2: Notify local law enforcement
  - 3: Notify Transportation
  - 4: Make sure only the necessary exits are open.
  - 5: During school hours, release students only to parents or authorized adults.
  - 6: Remain on premises until safety of all students is assured.

## **Earthquake Emergency Procedures**

### **I: San Pasqual Valley Elementary Policy**

The San Pasqual Valley Elementary earthquake emergency policy is based initially on the fact that the safest place for young people in the event of an earthquake during the school day is the school. Such an occurrence places a heavy burden upon the school administrator and the school staff. Nevertheless, the safety and welfare of the students during such an emergency is the responsibility of the school administrator and the school staff. Students in turn have definite responsibilities in relation to staff members, to one another, and to themselves. To assure safety and well being during an earthquake emergency, all of the responsibilities of administrators, staff, and students have been detailed in this section. Similarly, emergency procedures for all have been established. During an earthquake emergency school administrators and school staff must fulfill their responsibilities and follow the procedures that have been established.

It is important to note that in a disaster such as an earthquake the Site Administrator cannot determine the conditions outside of the school, therefore the safest place for students and staff is the school environment.

### **II: Staff Responsibilities**

Under California Law, the school principal is entrusted with the overall administration of his or her school and the responsibility for the safety and welfare of the young people attending that school. This responsibility extends to emergencies which threaten the safety and welfare of all students and staff, and which may go beyond the school day.

In times of emergency, the school principal has the necessary authority to do what is necessary to protect the safety of students and staff. He or she has the authority to assign certificated or classified staff to perform required duties at assigned stations during an emergency. The extent to which volunteers may be used is at the principal's discretion.

### **III: Earthquake Emergency Procedures**

#### **A: In the Classroom**

1. Teacher gives "DROP" command at first indication of impending quake (ground movement).
2. Students seek protective cover under or near desks, tables or chairs in kneeling position with hands raised to protect and cover head and neck.
3. Students remain in "DROP" position until ground movement ends.
4. At completion of ground movement, teacher must ascertain possible injuries and determine the ability of the class to evacuate.
5. Teacher removes appropriate record-keeping information or emergency folders from classroom.



6. Upon conclusion of the ground movement, the teacher prepares to evacuate the classroom and/or building, using the route posted on the Emergency Evacuation Map.
7. In the absence of an evacuation signal from the office, the teacher shall use his/her own good judgment to determine the appropriate time to evacuate to the Emergency Assembly Area.
8. Staff should use a “Buddy System” with a teacher next door so that if a student is injured and cannot evacuate with the rest of the class, one teacher may remain with the injured student, while the other teacher supervises both classes during the evacuation.
9. Upon arriving at the evacuation area, staff should report any injured students or dangerous situations to the Administrative Team as soon as possible.

**B: During Recess or lunch Break.**

1. Students take the “DROP” position under lunch tables, under benches, in doorways, or out in the open upon the first indication of ground movement.
2. Students remain in the “DROP” position until ground movement ends.
3. Students and supervising staff evacuate the area in an orderly manner and report to the Emergency Assembly Area.
4. Teachers responding to the Assembly area should report to their assigned stations.
5. Students should report to the station of homeroom teacher. Aides should report to the Librarian’s station.

**C: En Route (To and From School)**

Administrators should assist students in immediate proximity to the school at the onset of the emergency.

Families should be encouraged to develop plans for En Route emergencies.

The Site Administrator should consult with the District Office if possible, to determine whether or not to invoke part or all of the appropriate school emergency plan to meet the situation.

**D: Campus Sweep and Rescue**

1. To ensure that each student and staff member is evacuated, the Site Administrator should quickly organize Search and Rescue teams (See List) to respond to any injured or trapped student/staff emergencies.
2. Upon discovery of an injured party, the team should use their best judgment on whether to attempt an immediate rescue, or to send for help.
3. Team members should also assess damage to specific structures to see if they can be used during the emergency.
  - a. Conditions of major structures and cafeteria
  - b. Utility capabilities (gas, electricity, water, and sanitation)

**E: Site Safety Team**

Members of the Site Safety Team, with responsibility for securing the various gates to the school should report to their stations as soon as possible. Outside gates must be secured to prevent students from leaving and to prevent unauthorized access by community members to the school site.

Parents are to be directed to the Athletic Field to pick up their students.

**F: Problems to Anticipate**

- 1: Cell phones are needed for emergencies. All other cell phone use by staff and students should be discouraged.
- 2: Substitutes and new teachers may need assistance with evacuation procedures.
- 3: Students and/or staff with disabilities may need assistance. A plan for their assistance can be found in the office and it should be practiced during drills.
- 4: Some classrooms may have students trapped inside who may need first aid or rescue.
- 5: Some students may want to leave the campus on their own. This should not be allowed, as the school is the safest place for students, particularly if conditions beyond the school are unknown.
- 6: Many parents will not know the names of all of their student's teachers.
- 7: Waste baskets with liners may need to be used as the only means of sanitary facilities.
- 8: Police or Fire officials may need to establish a morgue facility at the school.
- 9: Student Leaders may need to be pressed to assist with some emergency activities.
- 10: At least 100 gallons of water needs to be on hand at all times.

- 11: Students may not be released to unauthorized 'friends' and/or 'family members' who may come to pick them up.
- 12: Be prepared for a certain amount of 'panic' from students and/or staff and parents. Have a staff member designated to assist in 'calming' them down.

**H: Alternative Emergency Assembly Area**

There always exists the potential for an emergency of such proportions as to render the primary Emergency Assembly Area (Athletic Field) unsafe. In this case it will be necessary to evacuate to the Alternative Emergency Assembly Area at **QUECHAN COMMUNITY CENTER**.

All classes should follow the normal evacuation process, however, instead of meeting on the athletic field, classes should be led through the back of the school to evacuation route and load buses.

**Explosion, Sudden Flash of Light**

In case of a real explosion, the first evidence will be an extremely intense light. A blast wave may be anticipated almost immediately. *What is to be done must be done immediately!*

**If a bright flash or explosion occurs, pupils, staff, and others inside school buildings should:**

1. Drop to the floor beneath a desk, chair, table or bench with back to any windows.
2. If there is nothing to get under, get close to an inside wall, away from windows.
3. In a bent, and crouched over position, bury face in the crook of one elbow, place the other hand over the back of the neck.
4. Cover the head with a coat or sweater or notebook if handy
5. After shaking is over, and/or evacuation signal is given, go to the assembly area

**If a bright flash or explosion occurs, pupils, staff, and others outside school buildings should:**

- 1: Crouch or lie down behind the nearest building, yard bench, curb, or gutter if such protection is within a step or two.
- 2: If there is no such protection, drop to the ground upon the abdomen, and lie as flat as possible.
- 3: Stay in selected position until the staff member or administrator in charge of the area gives the "As You Were" command.

- 4: If a bright flash or explosion occurs while pupils are in a bus or van, the driver should stop the van, and have the students assume the DROP position, under seats if possible, and have them stay there until the driver gives the “As you were” command.
- 5: If it is determined that the explosion is within a school building, the fire alarm shall be sounded and all persons will evacuate according to established procedures.

### **Fallen Aircraft**

Unless an obvious action is indicated, the principal will determine the action to be taken.

Whenever necessary, teachers will take immediate action to ensure the safety of students. All persons must be kept at a safe distance from the aircraft because of the danger of explosion, or potentially toxic smoke from an aircraft fire.

### **Fire**

#### **I: Evacuation**

- A: All buildings and areas will be evacuated to the Emergency Evacuation Area according to the school plan if a school fire alarm is evacuated.
- B: After securing the students, assigned personnel will make certain that all rooms and areas are evacuated.
- C: Staff will determine the possibility and location of fire.
- D: If no fire is present, an all clear signal will be given and the alarm will be reset.

#### **II: Fire**

- A: If fire is present, the Site Administration will notify the Fire Dept at 9-1-1. A specific meeting place will be determined for a designee to meet the Fire Dept.
- B: District Administration will be notified as soon as possible @ 760-572-0222.
- C: Access roads and gates will be controlled by Site Safety Team members with walkie-talkie radios and keys, to provide access for emergency personnel.
- D: Utility companies will be notified of any breaks or suspected breaks in lines that might present an additional hazard.
- E: As much as possible, school records should be protected.
- F: The Administration will consult with the Fire Department personnel before directing students and staff to return to classes.

**Flood:**

The principal will initiate any of the emergency actions considered necessary. The action taken will depend upon the severity of the situation as reported by emergency personnel, or by communication with the District Office.

**Fuel Spill:**

In the event of a minor fuel spill in a school parking area, the following steps will be taken:

- 1: Notify the Site Administration as soon as possible.
- 2: Site personnel will contain the spill using a dirt retention berm.
- 3: The Fire Dept. will be contacted by the Office, advising them of the spill.
- 4: The Fire Dept. will take responsibility for the clean up.

**Gunfire or Presumed Armed Individual At or Near School Site:**

**IN THE EVENT THAT GUNFIRE IS HEARD**, the teacher should have students assume the DROP position. This procedure is to be followed whether students are indoors or outdoors, and whether the gunfire originates from inside or outside the building. **Notify the administration immediately.**

The office should contact the local police immediately. Directions should be given for entry to the school site. The location of the supervising administrator should be specified. Where possible, someone should be on hand to meet the police at the designated entry.

**IF INDOORS**, the teacher should attempt to lock classroom doors. The students should be kept away from the line of fire provided by windows, including classroom and office door windows.

- If the teacher can see the source of the gunfire, he/she should notify the Site Administrator immediately. The teacher should never send a student out of the room with a message during such an emergency. Where the only way to inform the Site Administrator is by leaving the room, the teacher should elect to remain with the class unless another responsible adult can provide direct supervision.
- Whenever possible, the Site Administrator should not issue a school-wide signal to DROP. Students may become confused and react as if it were an evacuation and assembly signal, thereby increasing the likelihood of their being shot or taken hostage.
- If students are already outside, the Principal may determine that accelerating the bell schedule to bring students back in early may best provide for their safety. If gunfire has already been heard, or if it is considered imminent, do not cause students to move around the school site until and unless it is safe to do so.
- Students should be trained to drop when they hear gunfire. Students should be trained to stay in that position, remaining silent and attentive to the anticipated instructions of staff members.

- If gunshots have not been heard, but a suspicious or obviously armed individual is seen in the area, the teacher should notify the Office immediately, and without drawing the suspicion of the armed individual, relocate the students to a secure area. Once in a secure area, the teacher should have the students employ a DROP procedure.
- If the Site Administrator receives a report that a possible armed individual is onsite, or nearby, the regular signal system should be overridden, and teachers should be instructed to hold students in class, to limit the number of students outside securable rooms. The Principal should also, in addition to notifying appropriate agencies, issue a DROP order, school wide (where possible this needs to be done without employing the signal system).
- If the suspect is outdoors and the students are indoors, outer doors should be locked. If this procedure is followed, staff members must remain near primary entrance doors to provide access to any students who might be out of class.

**IN SUCH AN EMERGENCY**, the teacher's primary responsibility is for the safety of students. Teachers and other staff members should not leave their students or attempt to take matters into their own hands by approaching the armed individual.

- Staff members should not attempt to engage anyone they suspect to be dangerous in conversation, nor should they attempt to challenge the individual, even in the absence of gunfire. Instead, notify proper authorities and provide for the safety of students.  
**STAY OUT OF IT! STAY AWAY! DO NOT BE COMMUNICATIVE!**
- Persons who have, in times past, proven to be a real threat to the safety of others, tend to follow certain behavioral and personality profiles. These profiles vary widely. *"Pushing the wrong button" by approaching, communicating or even being seen by such an individual* may cause that individual to react with disastrous consequences. Seemingly unobtrusive, empathetic, non-threatening attempts to communicate may be the precise scenario that serves to trigger such an individual to violence.
- You do not know the individual and, even if you do, you cannot be sure you will successfully guess at their behavior and personality profile.
- If you are taken hostage, or if the dangerous individual seeks to communicate with directly with you, use profound caution in avoiding provocation. This may require that you communicate with the individual. Keep such conversation to a minimum to lessen the chance that you'll say the wrong thing.
- If the armed individual requests the presence of another person who is not within sight, that person (staff or student) should not be brought before the individual. Delay, and wait for police authorities to arrive.
- Limit your interaction with the suspect. The sequence of that individual's communications and demands can be delayed if no one is available to interact with the individual.

**IF YOU ARE ISOLATED** with the individual and have little hope of near term intervention by police authorities, do not initiate, but do respond to the individual's attempts to communicate with you. Remain calm. Do not show fear. If you can make it credible, empathize with the individual's concerns. Attempt to put communication on a first name basis. Take note of behaviors and characteristics of the individual and of the weapons carried by that person, so that in the event of your escape or release you will be able to provide such information to authorities.

Do not attempt to escape if you would be leaving students behind, unless you can safely escape with a significant number of students.

**THE OPPORTUNITY FOR ESCAPE SHOULD BE CLEAR AND EXTREMELY LIKELY TO SUCCEED, IF NOT, NO ATTEMPT SHOULD BE MADE.**

### INFECTIOUS DISEASE/PANDEMIC INFLUENZA PLAN

#### Prevention:

Prevention is a top priority. The following prevention activities will help reduce student/staff absences during an influenza and cold season as well as during an influenza pandemic.

#### Prevention Activities:

- The school nurse/nurse's aide will inform/educate administration, teachers, and staff on hand washing and cough/sneeze etiquette throughout the school year as well as the importance of an annual flu vaccine and staying home when ill so as not to expose other staff members and students.
- Parents/guardians will be educated on basic prevention activities to include the importance of hand washing and cough/sneeze etiquette, keeping students at home when ill, and the importance of an annual flu vaccine. This will be done by school staff and by flyers home.
- Students will receive grade-appropriate health education about communicable diseases and methods to interrupt disease spread such as washing hands, staying home when ill, cough etiquette, etc. This will be communicated in morning announcements and by flyers posted in the classrooms.
- School personnel, students, parents/guardians will be educated in ways to limit the spread of infection and the importance of flu vaccines. Classrooms will be supplied with hand sanitizer, tissues, and trash receptacles. Custodians will give extra attention to desk surfaces, door knobs, and keyboards. Each teacher will be responsible for ensuring that his/her room has the necessary hygiene supplies and will notify the site administrator when they need additional supplies.

#### Preparedness:

The goal of preparedness is to plan *for a* rapid, coordinated, effective response for *when/if* a pandemic occurs

- The SPVUSD District Management team along, with site administrators, will be the leads of development and maintenance of the district's pandemic influenza plan.
- All district and site staff will receive training/information on what to do in the case of an influenza pandemic, absences, childcare, methods to limit the impact of pandemic, and general preparedness such as the need for food, medication, and other supplies
- The Superintendent or designee will be the primary representative to the County Office of Education during a pandemic.

- The Superintendent or designee will be responsible for issuing the order to dismiss students with the actual dismissal under the supervision of the site administrators.

Students will be dismissed per district policies:

- Parents will be notified of school dismissal by phone and public service announcements
- Students will be dismissed through the school site offices
- Students will only be cleared to parents/guardians and/or another individual listed on the student's emergency *card*
- Bus transportation will be provided for those students who normally ride the bus
- Emergency bus transportation will be provided on an as needed basis

Communicable disease control policies will be reviewed with all school site personnel *and* all personnel at the district level to include:

- Procedures when a teacher or a staff member become ill at school, isolating the teacher/staff member until transportation home can be arranged
- Staying home when ill. Including when an employee can return to school
- Staying home when a member of the household is ill with the flu
- Sick leave policies specific to a pandemic

Communicable disease control policies for students will be reviewed to include:

- Procedures for when a student becomes ill at school
- Procedures for isolating an ill student until parent/guardian can be notified and student picked up from school
- Procedures for determining when a student can return to school

#### Emergency Communications Plan

- Site administrators will make weekly absence reports to the Imperial County Public Health Department
- Site administrators or designee will notify parents/guardians, students, teachers, and Staff of an Influenza pandemic by phone (ParentLink), school websites, site marquees, community marquee, and public service announcements on the radio and television.
- The Superintendent or designee will be responsible *for* communications with the Imperial County Public Health Department and with the media.
- Site administrators or designees will be responsible for communications with School Personnel and parents/guardians
- The superintendent or designee will communicate and monitor local, state and federal guidance for pandemic planning and operations
- The superintendent or designee will communicate with the Imperial County Office of Education
- In the event of a pandemic, essential operations that will continue are:
  - Communications
  - Custodial
  - Facility Maintenance
  - Payroll
  - Technology
  - Students Support/Guidance
- Important, but non-essential operations that may be cancelled during a pandemic are:
  - Accounts payable and receivable
  - Human Resources



- Transportation
- Curriculum
- Food Services
- Students Support/Guidance

#### Core Operations:

The district and the individual school sites will use existing management and each Site Administrator or designee will identify 3-5 staff members for key positions. The Superintendent or designee and each site administrator and designee will determine how staff for non-essential operations will be reassigned with the district/school or available as disaster service workers. A substitute pool for all levels and types of district staff will be developed by the superintendent or designee.

#### Work Policies:

The Superintendent or designee will communicate pandemic-specific policies on sick leave and employee compensation. In addition, he/she will determine where and how employees will work during student dismissals whether at school, home or a combination. Employees will be instructed not to bring their children to the workplace if childcare cannot be arranged. Social distancing strategies will be followed in order to minimize face-to-face contact at school. Employee stress and emotional well-being will be monitored by the district's employee assistance in coordination with public mental health support service and ICOE counseling services. The district psychologist will be responsible for coordinating the counseling and support services.

#### District/School Goal for Level of Continuity of Instruction

Students will be able to work on materials/content that broadly relate to content areas. Materials used might include books, textbooks, workbooks, worksheets, e-mail, television, and Internet content. Depending on length of closure, students may attend school during summer and/or other school breaks to make up missed classes during closure.

- Teachers will have the primary responsibility for curriculum planning and content during student dismissal
- Students will be surveyed in order to identify what technology they have in their homes to support continued student learning *when* schools are closed
- In order to get assignments, there will be phone messages home, the school web page will be used, and a location will be designated at *the Holtville Middle School* as a drop off/pick up location for assignments and homework
- In order to introduce written materials, textbooks will *be* sent home with students; teachers will create individual lessons/worksheets and Independent study packets
- Teachers will explain material through use of the school web sites(s)
- Students may ask questions through email
- Worksheets and independent study packets will be used for student practice
- Students will be assessed by their completed assignments, worksheets and/or essays
- If students do not have access to technology at home, they will still be responsible for the material through study packets and worksheets

#### Plan for Reopening Schools

- *Preparing facilities:* Superintendent and Maintenance Supervisor
- Resuming priority district/school operations Superintendent or designee and Site
- Administrators
- Convening and checking-in with district personnel: Superintendent or designee and site administrators
- Recovery in-services for district personnel on self-care, warning signs, disaster mental health: District nurse, district psychologist, Imperial County Mental Health, ICOE mental health services
- Identifying district personnel who will/will not be returning/need continued time off: Human relations officer and site administrator
- Identifying students who will/will not be returning/need continued time off: District nurse site administrators or designees
- Preparing for substitutes/class reassignments: Site administrator, or designees, project office
- Preparing to resume food service operations: Food Services Manager
- Planning for assessment and reintegration of students with different levels of learning activities at home while school was closed: Teachers
- For special education students, planning for making an individualized determination as to whether and to what extent the student's IEP needs to be changed and/or compensatory services needed to help students regain skills that might have been lost during the school closure: Special Education Director, counselors, special education teachers, teachers
- Students will be welcomed back to school by site administrators, all teachers and staff. Psychosocial support will be offered through the district nurse, district psychologist, and county mental health services as well as CDC Emergency Preparedness and Response, Trauma, and Disaster Mental Health Resources, which are available online.

#### Training and Exercise Plan:

District personnel will receive an overview of pandemic influenza. There will be a plan review for administrators, teachers, and all staff as well as for parents/guardians. District and site level meetings will be held to plan continuity of instruction for students, to include information technology assessment/working at home. There will be in-service training on disaster mental health for all personnel. The Superintendent or designee will review with all staff their roles as Disaster Service Workers (DSW), which includes all public school employees. Some School site buildings may be used for emergency response field operations during a pandemic. The Superintendent or designee will designate who will be responsible for ensuring that the site is prepared to function in the desired capacity, that school assets are protected, and that the site is 'returned to normal' when the emergency use is finished.

#### Response:

This is the time to follow your school's pandemic emergency plan and make use of your preparations, maintain communication with the Superintendent, the authority responsible for school closure, and with education authorities.

#### Warning Phase:

Actions will be directed by Legal Authority to implement social distancing activities, minimum days, no extra-curricular activities, etc. Staff meetings will be held to review the continuity of instruction plan. Staff will review policies with parents/guardians including information that students will have textbooks, handouts, and learning packets to take home as well as how learning will continue at home. School personnel and parents/guardians will be informed

regarding flu symptom recognition, limiting the spread of disease, social distancing, isolation and quarantine, the suspension of extra-curricular activities, and the plan for school closure.

**Response:**

In the event of a school closure, the following procedures will be implemented:

- The Continuity of Operations Plan will be activated
- School personnel, parents/guardians will be informed regarding
  - When schools will close/how they will be informed of the reopening
  - How instruction will be continued
  - Helping children feel secure
  - Pandemic home care
  - Stress management strategies
  - Take learning seriously during school closure
- Inform district/school personnel of Disaster Service Worker (DSW) role
  - School personnel needed as disaster service workers
  - School personnel not needed in role of DSW
  - District non-essential personnel required as disaster service workers

**Recovery:**

Return to learning and restore the district and school site infrastructure as quickly as possible.

- Activate needed components including, but not limited to, a plan for reopening school, welcoming students back, providing psychosocial support for district personnel and students and maintaining communications with Education Authorities, Legal Authority for School closure, and the local public health agency.
- Meet with staff to assess needs, inform of available support, remind staff to take care of themselves so they can help take care of others. Prepare others for reopening.
- Inform school personnel and parents/guardians regarding the reopening of school, stress management resources available for students and families, accessing mental health services, dealing with stress/grief and supporting children.
- Actions to be taken for returning to school. Establish routine as soon as possible. Continue infection prevention practices. Incorporate student experiences into class discussions, provide psychosocial support, delay tests and projects, monitor staff/students for the emotional impact of the pandemic, seek out staff/students who may need additional assistance and connect with assistance, recognize administrators, teachers, staff, and mental health support staff for their efforts and contributions.
- Involve teachers, staff and students in rebuilding the school community for long-term recovery. Stay alert for any continuing changes in behavior over an extended period, link district personnel and students to resources as needed.

**LOCKDOWN DRILL**

**Signal:** The Site Administrator will announce via the PA system “We are in lockdown”. In case of a real emergency, the Superintendent and Projects Director will immediately be notified. The Projects Director will notify all parents via Parentlink.

**Procedure:** Remain calm. – Do not run.

If Indoors:

- All teachers are to immediately lock their doors and turn of the lights. The Office Receptionist is to immediately lock the office doors and turn of all lights. All students are to immediately sit on the floor with their backs to the wall away from any window/glass. The teacher is to sit or stand where he/she can monitor the class, be away from any glass and listen for further instructions.
- Emergency Personnel and the Superintendent should be notified immediately by the best possible means (school phone, cell phone, county call radio).
- Gather any students outside near your door and have them go inside.
- If students and staff are in the cafeteria, they should stay there. Doors should be locked, students and staff should take cover and stay where they are until directed to do otherwise by Site Administration or Emergency Personnel.
- Account for all students and staff; if the student of a staff member is missing, notify the Site Administrator immediately.
- If a medical emergency arises, render first aid and report it to the Site Administrator or Emergency Personnel.
- Reassure your students and stay calm.
- Stay where you are until instructed otherwise by Site Administration or Emergency Personnel.

If Outside:

- Students and staff should proceed immediately to a secure area, if possible.
- Students and staff should enter the nearest classroom, library, or safe room, if possible. Remain there until instructed otherwise by Site Administration or Emergency Personnel.
- If students are on the playground, Supervisors will direct students into the nearest classroom, library, cafeteria, or safe room; take cover and follow all procedures. Do not take shelter in a restroom as the doors cannot be locked.
- Remain where you are until instructed otherwise by Site Administration or Emergency Personnel.

Note:

If there is an act of violence, an intruder on campus, a threat or if gunfire is hear, Site Administration or Emergency Personnel may declare a lockdown. The District Superintendent and Emergency Personnel must be notified immediately. The Projects Director will be notified in order to implement the ParentLink notification system.

**A.L.I.C.E**

ALICE is committed to increasing survivability in a violent intruder event through training proactive response options. There are more ways than one to be prepared for a violent event. Whether you are at a mall, in a theater, grocery shopping, attending a game or listening to a concert, you have options. When ALICE response strategies are implemented, unwilling participants in the event are empowered to choose their best survival option. Seconds count during a violent event and the actions taken in between when the event begins, and law enforcement arrives, are significant and can increase survivability.

## *A.L.I.C.E. Frequently Asked Questions*

### *1. What is A.L.I.C.E.?*

A.L.I.C.E. is a school safety program created in year 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.I.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs.

### *2. What do the letters stand for in the name A.L.I.C.E.?*

**A.L.I.C.E. is an acronym that stands for:**

**ALERT:** Get the word out that a threat exists

**LOCKDOWN:** Secure a place to stay as much as possible as a starting point to buy time.

**INFORM:** Give constant, real-time information throughout the building using all available technology.

**COUNTER:** This is a last resort. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.

**EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

### *3. Does the San Pasqual Valley Unified School District have plans and procedures in place for crisis situations?*

Yes. SPVUSD considers the safety of students and staff their highest priority and have developed strong crisis plans and procedures for our schools. Although we hope we will never need to activate these procedures, we conduct regular drills and review our plans annually.

### *4. Why do we need to add anything more? Isn't it enough just to lock the building and keep students inside if someone is threatening them?*

Traditionally, schools have used a procedure known as "lockdown" which essentially means locking the school building and classrooms and having students and teachers take shelter in their classroom. We believe that offering additional age-appropriate options will allow our students and teachers to be better prepared if a crisis situation occurs. Providing a constant flow of information to everyone inside the building can allow opportunities to safely evacuate the building. Rescue by the police can take some

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time. An important goal of the A.L.I.C.E. program is to evacuate as many people as possible to a safe place.

***5. How much time will the training take away from learning?***

A.L.I.C.E. training will take the place of the lockdown drills we've been doing. The length of the training time for students may range from 15 to 30 minutes, depending upon the age of the students. Training will take place at least twice a year.

***6. How will students be trained?***

Training will be age-appropriate and will take place in the classroom with their teacher leading the discussion. Discussions with younger students will be an extension of "stranger danger" discussions and focus on listening carefully to the teacher in case of an emergency and following directions promptly. There is no drill planned as part of this initial training. 7. How many organizations are currently using A.L.I.C.E. as part of their safety protocols? Nearly 2 million students have been training or are currently being exposed to this program. Although A.L.I.C.E. was started in a kindergarten through grade 12 school setting, the program is now being used in universities, colleges, hospitals, churches, corporations, and government offices.

For information on the A.L.I.C.E. program please check out their website at

<https://www.alicetraining.com/>.

**Power Failure**

I: Variables related to Blackout Emergency

A: The administrative action most appropriate to meet a power blackout is contingent upon a number of important variables.

1: The amount of advance warning (if any) given to the school.

2: The time of day at which the blackout occurs

3: The climate at the time at which the blackout occurs.

4: The length of the blackout.

5: Other District Concerns.

B: Administrative action and school plans to meet the power blackout must reflect these various factors.

II: Power Blackout WITH ADVANCE Warning

A: Site Administrators will consult with Superintendent.

B: Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

C: After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.).

III: Power Blackout WITHOUT ADVANCE Warning when school is not in session

A: Site Administrators will notify the Superintendent.

B: Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

C: After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.).

IV: Power Blackout WITHOUT ADVANCE Warning when school is in session

A: Site Administrators will notify the Superintendent.

B: Administration will contact local emergency services to determine the severity of the power emergency.

C: Key personnel will be directed to shut off all electrical switches individually, not the school main switch. This is especially important if it appears likely that power will not be restored until after staff has gone home.

D: The closing of the school should be with the approval of the Superintendent and will be considered only when there is no other acceptable alternative. Should the Superintendent direct that pupils be dispersed home, the Office will notify the following:

A: Transportation

B: Police

C: After the power is restored, the site administrators will check the effect of the power outage on the school (clocks, refrigerators, copiers, etc.).

V: Special Concerns to Beware Of During Blackouts

A: Inoperative electrical systems and communications systems.

- B: No incoming or outgoing calls if the phone system is down.
- C: Inoperative refrigeration system.
- D: Inoperative alarm system
- E: Inoperative sewage pumping and other sanitation facilities due to lack of water pressure.

### **SAFETY/EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES**

The information contained in this plan is intended to assist teachers, administrators, staff, special education staff, parents, and students in planning for any related services that may need to be provided for students and any/all individuals with special needs/disabilities in the event of an emergency.

#### **Students:**

In an emergency, the responsibility for assisting the disabled student(s) should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. Administrators and/or the school nurse may also be appropriate staff members to assist in evacuations. If more than one student requiring assistance is assigned to the same location at the same time, more than one person will most likely need to be assigned to assisting the students.

#### **Employees:**

Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee. This responsibility may shift if the employee works in different locations/classrooms during the day.

#### **Visitors:**

Responsibility for providing evacuation assistance to visitors should be assigned to a member of the Search and Rescue teams. If necessary, the staff member should assist the visitor to an area of rescue assistance from other staff members or from professional rescue personnel. All visitors shall sign-in when entering any school site. The secretary will make a notation (\*) on the sign-in sheet that the visitor is disabled and notify a member of the search and rescue team who will be closest to the location.

#### **Medication:**

The office staff/nurse/nurse's aide shall have a list of students requiring medication. Medication that is to be administered at school shall be taken to the evacuation area by designated school site personnel.

#### **Go Kits:**

Each Go Kit should include, at a minimum, a light weight backpack, emergency information form, emergency medical card, and medication for up to 36 hours. Parents/guardians should provide Go Kits at the beginning of the school year. Go Kits for Middle School students should also include activities to keep students engaged during an emergency.



### *Area of Rescue Assistance:*

In addition to the Command Center, each school site shall designate an Area of Rescue Assistance. This is an area where persons needing assistance that are not able to evacuate the building or to get to a safe area during an evacuation can go for assistance. The Evacuation Assistant will communicate the person's location to the Special Needs *Evacuation Coordinator* to arrange for priority response by the fire/police responders.

### Special Needs Evacuation Coordinator:

Each site administrator shall designate a Special Needs Evacuation Coordinator whose member of the site emergency team. When designating this person, consideration should be given to a school nurse or special education teacher. The Special Needs Evaluation Coordinator and the Principal will identify team members who will be charged in an emergency, with assisting students, staff, and visitors with special needs. The Special Needs Evacuation Coordinator is responsible for:

- Identifying all students and staff members who need individual evacuation plans tailored to their specific needs and ensuring that each plan has been created. The plans must take into account the locations of the students and/or staff members throughout the entire school day.
- Incorporating these plans into the site emergency plan and including them in the students' IEP's and/or staff members' files.
- Assigning school staff as Evacuation Assistants to help evacuate each student/staff member according to the level of assistance needed.
- Ensuring that Evacuation Assistants and their alternates have been identified informed and trained in their role. All Evacuation Assistants should be Included in all Emergency Drills.
- Arranging training for all staff members including Evacuation Assistants, incorporating the utilization of evacuation chairs and other necessary evacuation equipment. Designated staff members should be trained in necessary transfer mechanics identified. The evacuation equipment necessary for the student/staff member may dictate how many staff members are required to assist each student.
- Arrange for any necessary evacuation equipment by first notifying the District Office who will notify the Office of Specialized Services.

### Plan:

Each site will identify appropriate evacuation routes and areas of Rescue Assistance for students, staff, and visitors with special needs.

- Identify student, staff, *and* others that require evacuation assistance. Describe the assistance needed. Full evacuation assistance: wheelchair and/or additional medical devices needed. Guided physical assistance: Student/staff is ambulatory with either stand-by assistance of hand held assistance. Student/staff may be visually or hearing impaired but is able to evacuate with the assistance of a 'buddy'. Special planning: student/staff is ambulatory but may respond inappropriately to an evacuation order due to mental or sensory deficits or behavior issues.
- Determine what type of student/staff member assistance is required.
- Identify location of evacuation chairs and related equipment. Place of store equipment in areas designed to facilitate speedy evacuation for special needs students and staff members. Equipment should be accessible and not stores in locked areas.
- Post evacuation routes in every classroom. Indicate what routes are for general evacuation and what routes are for special needs evacuation.
- Identify Areas of Rescue Assistance. Each Area of Rescue Assistance shall be identified

by a sign which states: AREA OF RESCUE ASSISTANCE and displays the symbol for handicapped access.

- When all other evacuation options have been exhausted, the Rescue Assistant will bring the person to the Area of Rescue Assistance and notify the Special Needs Evacuation Coordinator of their location.
- The Special Needs Evacuation Coordinator will communicate the information to responding police/fire personnel to ensure all individuals are properly evacuated. Post in each classroom the Areas of Rescue Assistance for that classroom.
- Assign Evacuation Assistants to each person who requires assistance during an evacuation identify each student's daily activities/classes that identifies where he/she is located each period of the day. Ensure that there is a plan for each period of the day depending on the location of the student/staff member. Place schedules in the Go Kits and in the student or staff members' files.
- Include a photo of each student/staff with the schedule.
- Evacuation Assistants should be able to identify students/staff needing assistance; identify evacuation routes. Identify the location of emergency equipment. Identify interior/exterior safe locations. Communicate to the Special Needs Evacuation Coordinator when a student/staff was positioned at and Area of Rescue Assistance or was not located for evacuation.
- Ensure that people with special needs are included in all emergency drills and that all evacuation equipment, routes and Areas of Rescue Assistance are utilized. Evacuation Assistants must be provided the opportunity to participate and practice their role in a successful evacuation of a person with special needs. It is also important that the person with special needs understand and fully participate in practicing how their evacuation will be managed.
- Train/reacquaint staff with proper evacuation procedures on a regular basis.

### **SAFETY PLAN: REUNIFICATION**

The purpose of the Safety Reunification Plan for Holtville Unified School District is to reunite parents or guardians with students in the event of a disaster/emergency at the Holtville Middle School.

#### **Parent Report Areas:**

- Each site administrator will determine a primary and alternate parent report area. The location will be determined based on the nature/location of the crisis.
- Each site administrator will assign staff/teachers to oversee the Parent Report Area. The area may become congested; therefore, it is imperative to have the area properly to guard against confusion.
- Each site administrator will determine a primary and an alternate Student Holding Area. The actual area will be determined based on the nature and location of the crisis. If possible, students should be held in their classrooms to await pick-up.
- Each site administrator shall assign staff/teachers to oversee the Student Holding Area. The area may become congested and should be properly staffed in order to guard against confusion.
- Each site administrator will designate a primary and an alternate Student Reunification Release Area. The actual area will be determined based on the nature/location of the crisis.

- Each site administrator shall assign staff/teachers to oversee the Student Reunification Release Area. The actual area will be determined based on the nature/location of the crisis.
- Each site administrator shall assign runners from the Parent Report Area to the Student Holding Area or classrooms. This position needs to be properly staffed to ensure rapid delivery of Student Release Forms.
- Each site administrator shall assign runners from the Student Holding Area or classrooms to the Student Reunification Release Area. This area needs to be properly staffed in order to ensure students are reunited with their parents/caregivers as quickly as possible.

**Reunification Team Responsibilities:**

Specific duties of the members of the Parent Report Area Team Include:

- Set up tables
- Hang parent report area signs
- Have copies of students' school emergency information forms
- Greet parents/guardians
- Have parents/guardians complete the first section of Student Release Forms
- Verify identification with the student's emergency contact forms and complete second section of the student release form.
- Give student release form to runner to inform the Student Holding Area staff to release the student

Specific duties of Reunion Gate runner:

- Take release form to Student Holding Area(s) and notify the Team Leader/Staff that the student can be sent to the Reunification Release Area
- Return to Reunion Gate for another student

Specific duties of Student Holding Area Team:

- Complete the third section of the Student Release Form
- Mark off student on attendance form as he/she is released
- Send student with runner to Student Reunification Release Area

Specific duties of Student Holding Area runner:

- Take student and Release Form to Student Reunification Release Area
- Return to Student Holding Area for another student

Specific duties of Student Reunification Release Team:

- Set up tables
- Hang up Student Reunification Release signs
- If parents/guardians must be notified that the student is not available for pickup, have a Team Member escort the parent/guardian to the Notification Room and Mental Health Area where the notification will be made privately based on the information provided in the third section of the Student Release Form.
- Instruct parents/guardians to complete the fifth section of the Student Release Form
- Release student to parent/guardian
- File Student Release Form

<b>Search &amp; Rescue Team 1</b> Performs search & rescue operations Meeting Location (inside): Library Meeting Location (outside): Flag Pole	Leader (Green)	Kim Broby	<b>Crisis-Psychological First Aid Team</b> Provides psychological counseling for students/staff <input checked="" type="checkbox"/> District <input type="checkbox"/> ICOE  Meeting Location (inside): Office  Meeting Location (outside): Flag Pole	Leader	Rosa Campos
	Alternate Leader	Ernestine Nieto		Alternate Leader	Rigel Garibay
	Member 1	Bonnie Pappin		Member 1	J. Montgomery
	Member 2	Custodian on Site		Member 2	
	Member 3			Member 3	
<b>Search &amp; Rescue Team 2</b> Performs search & rescue operations Meeting Location (inside): Library Meeting Location (outside): Flag Pole	Leader (Orange)	Amanda Beck	<b>Request / Reunion Gate Teams</b> Process request(s) for student pick-up. Reunites parents or guardians at Reunion Gate  Meeting Location (inside): Cafe bus loading area Meeting Location (outside): Parents meet at reunion gate	Leader (Yellow)	Lisa Mendenhall
	Alternate Leader	Stephen Ferrer		Alternate Leader	Ruben Gonzalez
	Member 1	Margie Hartman		Member 1	Veronica Gallardo
	Member 2	Custodian on Site		Member 2	
	Member 3			Member 3	
<b>Search &amp; Rescue Team 3</b> Performs search & rescue operations	Leader (Blue)		<b>Assembly Area Team</b> Ensures safe evacuation & accounting of all students/staff Meeting Location (inside): Elementary Office Meeting Location (outside): Flag Pole	Leader (Red)	Ruben Gonzalez
	Alternate Leader			Alternate Leader	Lisa Mendenhall
	Member 1			Member 1	Veronica Gallardo
	Member 2			Member 2	
	Member 3			Member 3	
<b>Security / Utilities Team</b> Ensure security of the school site and short-term repairs <b>Fire Suppression / HazMat Team</b> Extinguish fires & evaluate chemical spills <b>Supply / Equipment Team</b> Ensure adequate supplies & equipment are available Meeting Location (inside): Library Meeting Location (outside): Flag Pole	Leader (Blue)	Gustavo Arizaga		Member 4	
	Alternate Leader	Taune Smith			
	Member 1				
	Member 2				
	Member 3				
<b>First Aid / Medical Team</b> Ensure first aid supplies are available & administered Meeting Location (inside): Office Meeting Location (outside): Flag Pole	Leader (Purple)	Araceli Armenta			
	Alternate Leader	Luz Grossenburg			
	Member 1				
	Member 2				
	Member 3				
Documentation	Primary	Ruben Gonzalez			
	Alternate	Jorge Munoz			
Facilities Manger	PM Name	E. Benidict	School Safety Planning Committee Chair	Chair Person	Ruben Gonzalez