

# COMPREHENSIVE SCHOOL SAFETY PLAN

---

## 2022-2023 School Year



**Myrtle S. Finney Elementary School**  
**3950 Byrd Street, San Diego, CA 92154**

The Comprehensive Safe Schools Plan was last updated on:

**“EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH”**

**Board Members**

Lucy Ugarte  
Leslie Ray Bunker  
Francisco Tamayo  
Kate Bishop  
Cesar Fernandez

**Superintendent**

Eduardo Reyes, Ed. D.

### **PUBLIC COPY**

**Portions of this School Site Comprehensive School Safety Plan related to the District’s tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts have been removed pursuant to California Education Code section 32281(f)(1). Portions of this School Site Comprehensive School Safety Plan that have been prepared for the District’s Board of Education’s consideration in closed session and for law enforcement, including the Chula Vista Police Department, have been removed pursuant to California Government Code section 6254(aa).**

**Table of Contents**

Writers and Developers of Comprehensive School Safety Plan .....6

Minutes from School Site Council Approval of Plan .....7

Communicating the Plan to the Public.....8

Assessment of the Current Status of School Crime and Safety .....9

Appropriate Programs and Strategies that Provide School Safety.....11

Child Abuse Reporting Procedures.....13

Suspension and Expulsion Policies.....21

Procedures for Notifying Teachers of Dangerous Pupils.....34

Discrimination and Harassment Policy.....35

School –Wide Dress Code .....37

Safe Ingress and Egress Procedures.....38

Ensuring a Safe and Orderly Environment .....39

Discipline Policies.....41

Procedures for Reporting Crime .....43

DISASTER PROCEDURES.....44

    CONTENTS.....48

    PAGE .....48

    CONTENTS.....49

    PAGE .....49

EMERGENCY NOTIFICATIONS .....50

    Myrtle S. Finney Elementary School Emergency Response Team Personnel .....51

    Myrtle S. Finney Elementary School Incident Command Team Organizational Chart .....53

EMERGENCY RESPONSE TEAM OVERVIEW .....54

Myrtle S. Finney Elementary School COVID-19 Risk Assessment.....56

EMERGENCY NOTIFICATION INFORMATION.....64

EMERGENCY OPERATIONS OVERVIEW.....65

EMERGENCY RESPONSE PROCEDURES.....67

Emergency Quick-Reference Guide .....	68
Reunification.....	69
Shelter-In-Place.....	70
Secure Campus.....	71
Lockdown.....	72
Drop, Cover, Hold on Procedure .....	74
All Clear .....	76
<b>DISASTER SPECIFIC RESPONSE PROCEDURES .....</b>	<b>77</b>
Active Shooter and Other Active Assailants.....	78
Air Pollution.....	80
Aircraft Crash.....	81
Animal, Insect or Reptile Disturbance .....	82
Barricaded Suspect(S) and Hostage Situations .....	83
Biological or Chemical Release .....	86
Bomb Threat or Suspicious Package .....	88
Disorderly Conduct .....	91
Earthquake .....	92
Explosion / Risk of Explosion .....	94
Fire .....	95
Flooding .....	98
Loss or Failure of Utilities .....	99
Motor Vehicle Crash.....	101
Psychological Trauma.....	102
Suspected Contamination of Food or Water .....	103
Threat of Violence .....	104
Tsunami.....	106
Unlawful Demonstration / Walkout.....	107
Weapon on Campus .....	108

Outside Agency Use of Facilities.....	109
EMERGENCY RESPONSE TEAM POSITION GUIDES.....	111
Site Incident Commander.....	112
Safety Officer.....	114
Public Information Officer.....	115
Liaison Officer.....	117
Operations Section Chief.....	118
Site Facility Check & Security.....	119
Search & Rescue Team Leader.....	120
Search & Rescue Team.....	121
First Aid & Medical Team Leader.....	123
First Aid & Medical Team.....	125
Reunification Team Leader.....	127
Assembly Area Leader.....	128
Request Gate.....	129
Release Gate.....	131
Planning & Intelligence Section Chief.....	132
Logistics Section Chief.....	133
Finance & Administration Section Chief.....	134
FORMS – Appendix A.....	135
Biological and Chemical Release Response Checklist.....	136
Children/Adults Released to Paramedics.....	137
Emergency Drills Report.....	138
Incident Action Plan.....	139
Medical Treatment Log.....	140
Notice of First Aid Care Provided.....	141
Position Assignment Log.....	142
Public Information Worksheet.....	143

Request for Help .....144

Site Status Report.....145

Student Release Form .....146

Student Release Log.....147

Student/Staff Accountability Report.....148

Team Member Activity Log .....149

Volunteer Assignment Log.....150

EMERGENCY RADIO QUICK REFERENCE GUIDE .....151

**KEY POINTS** .....151

SPECIAL NEEDS PLANNING – Appendix B.....153

    Evacuation Planning for Special Needs .....154

    General Categories of Functional and Special Needs.....156

    Elements of Needed Evacuation Information .....156

    General Categories of Special Need and Disability.....157

    Service Animals .....160

    Standard Building Evacuation Systems .....161

    Mobility Impairment.....162

    Visual Impairment.....165

    Hard of Hearing or Deaf .....167

    Speech Impairment .....169

    Cognitive Impairment .....170

    Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs .....172

SITE REUNIFICATION PLAN – Appendix C .....177

FIRE SAFETY, PREVENTION, EMERGENCY PROCEDURES – Appendix D .....193

CAMPUS OVERVIEW AND MAPS.....213

CARDIAC EMERGENCY RESPONSE PLAN .....230

INJURY AND ILLNESS PREVENTION PLAN.....239

# Writers and Developers of Comprehensive School Safety Plan

Education Code 32281 below describes participation of specific members of the school community in the writing and development of the Comprehensive School Safety Plan.

## Education Code 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The schoolsite council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

## The following individuals contributed to the development of this Comprehensive School Safety Plan:

<b>Principal/Designee</b>	Beverly Prange
<b>Teacher</b>	Kris Hidalgo
<b>Parent</b>	Crystal Allmon
<b>Classified Employee</b>	Fernando Castro
<b>Law Enforcement Agency Rep</b>	Sergeant Picone CVPD
<b>Fire Department Rep</b>	Derek Olivas CVFD
<b>Other Member (identify)</b>	Christopher Turner
<b>Other Member (identify)</b>	Giulia Longo
<b>Other Member (identify)</b>	Stacy Clemetson
<b>Other Member (identify)</b>	
<b>District Representative</b>	Jose Cortez, Emergency Preparedness and Security Manager

# Minutes from School Site Council Approval of Plan

---

The School Site Council meeting minutes demonstrating approval of the plan can be found in the back of this document.

- X **A)** Uploaded/Attached – please contact District Emergency Preparedness & Security Manager for assistance with uploading a document to DTS so that it automatically appends to your plan
- B)** Emailed to Emergency Preparedness & Security Manager

# Communicating the Plan to the Public

---

School Site Council or Emergency Preparedness & Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below list the date and location this meeting was held and describe how the public was notified of the meeting.

School Site: Myrtle S. Finney Elementary School

Date: 9/9/22

Location: Finney Auditorium

Describe the method in which you invited your community to be a part of the Safe School Plan review process. List all the ways you communicated to your community, such as School Messenger or Marquee and the dates which you communicated:

Community members were invited via School Messenger on 8/28/22 and 9/4/22, and meeting info was also posted on the school blog (e-newsletter) [finneyelementary.org](http://finneyelementary.org) on 8/28/22 through 9/9/22.



# Assessment of the Current Status of School Crime and Safety

School site safety committees need to analyze Police Calls for Service, Attendance Rankings, Suspension/Expulsion Rates, and Truancy Summaries. It is the job of the school safety & emergency preparedness committee or the school site council to review this data, compare it to prior year data and make conclusions based on findings. This is done in order to determine areas of strength and areas for improvement. Along with the annual hazard and vulnerability assessment (under Disaster Procedures), and the school’s Appropriate Programs and Strategies that Provide School Safety (next section of this plan), this data should be used to develop goals, objectives and actions steps for the school to improve safety, security and emergency preparedness.

## DATA ANALYSIS

Data Source	Conclusions from Safety & Emergency Preparedness Committee (parents, teachers, students, etc.)
Suspensions (Provided by CDE)	Finney had one in-school suspension in 2021-22. We continue to implement PBIS at Finney. We work as a team with the school psychologist, counselor, and social worker.
Expulsions (Provided by CDE)	N/A
Chronic Absences (Provided by CDE and CVESD)	Chronic absenteeism is a significant problem since the pandemic. In the 2019-20 school year, our chronic absentee rate had dropped to 6% from 9% in 2018-19. In 2020-21, the rate jumped to nearly 13%, and to 17% in 2021-22. This is unacceptable. The committee concluded that the pandemic is still affecting attendance. We are working to inform the community about the importance of regular school attendance, independent study, doctors' notes for allergy symptoms.
Law Enforcement Calls For Service Report at Site	There were 9 calls for service to SDPD in 2021-22. Four were for the alarm going off. Two were for student mental health issues.
Fire Inspection Report Data	The fire inspector had no findings on the last inspection report dated 1/31/20.
Other data	

Based on any other data reviewed, such as community crime data found at <http://www.arjis.org/SitePages/Home.aspx> or of 290 Registrants (Meghan’s Law) <https://www.meganslaw.ca.gov/> discuss any other conclusions:

Crimes in a one mile radius within the past 4 weeks were down from 45 in 2020 to 23 in 2021 and then up to 25 in 2022. The most common crimes in the area are vehicle break-ins, vandalism, vehicle theft, burglary, and assault. There are 17 registered sex offenders within a one mile radius of the school. We concluded that we need to continue to keep our gates locked at all times and ensure all visitors check in and are screened by Raptor in the office.



# Appropriate Programs and Strategies that Provide School Safety

---

## Myrtle S. Finney Elementary School Specific Information

Finney School is one of 50 schools in the Chula Vista Elementary School District.

Providing a safe and welcoming environment for learning is our priority at Finney. All potential employees are screened and fingerprinted to help ensure a safe learning environment for all students. An emergency card is on file in the office for each staff member. An emergency card is also on file for each child in the health office and in every classroom. Parents are encouraged to notify the school and classroom teacher when their contact information changes.

There is adequate supervision during all recesses, by teachers at morning recess and noon duty supervisors at lunch recess. There are always a minimum of two adults supervising on the playground. Children and playground supervisors are instructed on the proper use of the equipment and recess games rules at the start of each school year and quarterly throughout the school year. Students help maintain a sanitary eating environment by helping keep the lunch arbor clean.

Students' safety and well-being are promoted by activities including emergency and earthquake preparedness drills, quarterly school rules assemblies, bus evacuation drills, playground supervision, and child abuse awareness. The school safety committee reviews safety policies, practices, and procedures yearly. The physical arrangement of the classrooms and facilities allow for uninterrupted learning time while facilitating the safe movement of students throughout the learning environment.

We focus on a safe school climate for all through a variety of programs and policies, including:

Finney School-Wide Expectations (Be Kind, Be Safe, Be Responsible)

Positive Behavior Interventions and Supports

Sanford Harmony Social-Emotional Learning Curriculum

Student Leadership Opportunities: Student Council, Peace Patrol, Line-Up Committee, Inclusion Club, Sports Teams

Common Sense Media Internet Safety Lessons

Social Justice Book Club

Inner Explorer Mindfulness

Social Justice Read Alouds

Great Kindness Challenge

No Place for Hate

Unity Day

Awards Assemblies

Positive Parenting Workshops

These programs contribute to the positive learning environment at Finney. We meet as a school community every morning for the Pledge of Allegiance, announcements, a character message, and to recognize positive contributions to the community. Students at Finney have many ways to develop a sense of belonging and ownership of their school community. Research shows that opportunities for participation and contribution are essential external protective factors in building resiliency in students.

The San Diego Police Department is involved in monitoring the safety of the school and reviewing the plan.



# Child Abuse Reporting Procedures

---

## CHILD ABUSE PREVENTION AND REPORTING

Myrtle S. Finney Elementary School adheres to the Chula Vista Elementary School District Child Abuse Reporting procedures as follows:

### Definitions

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

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

#### **Child abuse or neglect does not include:**

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

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

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

## Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

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

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

## Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)  
Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

## Reporting Procedures

### 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 county welfare department. (Penal Code 11165.9, 11166)

(Name, Address and Phone Number of Appropriate Agency)

Child Protective Services

6950 Levant Street

San Diego, CA 92111

(858) 560-2191

1 (800) 344-6000

(If abuse took place in the City of Chula Vista)

Chula Vista Police Department

315 Fourth Avenue

Chula Vista, CA 91910

619-691-5151

(If abuse took place in the City of San Diego)

San Diego Police Department

1401 Broadway

San Diego, CA 92101

619-531-2260

(If abuse took place in the County of San Diego)  
San Diego County Sheriff's Department  
9621 Ridgehaven Ct.  
San Diego, CA 92123  
(858) 974-2222

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 either send, fax, or electronically submit to the appropriate agency a written report which includes a completed Department of Justice Form SS 8572. The fax number that can be used is (858) 467-0412. (Penal Code 11166, 11168)

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: (Penal Code 11167)

- 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. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

## 3. Internal Reporting

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. (Penal Code 11167).

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

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

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal, Superintendent/designee without his/her signature or name.

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

## **Training**

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

(cf. 4131 – Professional Development)

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

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

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

(cf.4131 – Professional Development)

## **Victim Interviews**

Whenever a representative of an agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. The representative of the investigating agency is designated as the person who informs the child of his/her right to the above choice. (Penal Code 11174.3) If the Child Protective Services (CPS) worker is not witnessed to have given the child the choice of being interviewed in the presence of any adult employee or volunteer aide selected by the child, the school staff member may remind the CPS worker to give the student that choice.

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified by in Penal Code 11167.5

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

## **Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent/designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer



with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

### **Parents/Guardians Complaints**

Upon request, the Superintendent/designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in the primary language of the parents/guardians and, when communicating orally regarding those procedures, an interpreter shall be provided.

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

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to Title 5 California Code of Regulations, Section 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

### **Notifications**

The Superintendent/designee shall provide all new employees who are mandated reporters a statement that informs them that they are mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The District shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent/designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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

The Superintendent/designee shall also notify all employees that:

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

(cf. 5145.11 - Questioning and Apprehension)

Reviewed: 08/15/95

Reviewed: 02/07/06

Reviewed: 02/17/16

## **California Penal Code 11174.3**

### **“School Interview Law”**

11174.3. (a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.

The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.



CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Interview of Student/Release of Student

(e.g., CPS, District Attorney, Law Enforcement, Probation)

School: Myrtle S. Finney Elementary School

Date:

Name of Student:

Grade:

Officer/Worker's Name:

Agency:

Arrival Time:

Departure Time:

ID/Badge #:

Reason for interview/release request:

- Interview, Probation check, Counseling, Other

COPY AND ATTACH INTERVIEWER'S/LAW ENFORCEMENT BADGE/ID TO THIS FORM

INTERVIEW OF STUDENT

(P.C. § 1174.3 The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.)

Student was interviewed by:

Print Name/Official Title

Signature

Adult Staff Member present during interview? Yes No

Name of Staff Member

Title

Was Parent/Guardian Notified? Yes No

Name

Documentation of Communication

Phone Call

Date: Time:

Voice Mail Message

Comments:

RELEASE OF STUDENT

Student was released to:

Signature

Date

Ref: BP/AR 5145.11

Distribution: Original: School Copy: Student, Family, Community and Instruction



CHULA VISTA ELEMENTARY SCHOOL DISTRICT

**Government Agency Worker Form for Student Interview**

(e.g., CPS, District Attorney, Law Enforcement, Probation)

School: Myrtle S. Finney Elementary School

Date:

Name of Student:

Grade:

Officer/Worker's Name:

Agency:

Arrival Time:

Departure Time:

ID/Badge #:

**Reason for interview/release request:**

- Interview       Probation check       Counseling       Other:

**COPY AND ATTACH INTERVIEWER'S/LAW ENFORCEMENT BADGE/ID TO THIS FORM**

**Documentation provided: (Check one of the following.)**

A warrant or affidavit, signed by a judge of the superior court, expressly stating that the individual has authority to speak with the specified student; Warrant # \_\_\_\_\_

A court order expressly stating that the individual has authority to speak with the specified student; Court Order # \_\_\_\_\_

A written signed consent indicating that a parent with legal custody over the student has given consent for the individual to speak with the student. (Attach copy)

**If none of the above is available, check the following:**

Government worker has documentation that "exigent circumstances" exist and student must be interviewed. (Attach a copy of documentation.)

Government worker has no documentation, but states that "exigent circumstances" exist and student must be interviewed. The explanation provided that exigent circumstances exist is as follows:

Revised: 6/10

# Suspension and Expulsion Policies

---

Myrtle S. Finney Elementary School adheres to the Chula Vista Elementary School District suspension and expulsion policies as follows:

[CVESD Board Policy 5144.1 on Suspension and Expulsion which supports Admin Regulation 5144.1 can be located on the CVESD Website under Board - Board Policy - Article : 5 – Students](#)  
[Click here for Board Policy 5144.1](#)

## SUSPENSION AND EXPULSION/DUE PROCESS (AR 4144.1)

### Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. “Suspension” does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the District are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(s))

### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

(cf. 5144 - Discipline)

Notification shall include information about the availability of individual school rules and all District policies and regulations pertaining to student discipline. (Education Code 35291)

### Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person (Education Code 48900(a)(1) or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)(2))  
A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))  
(cf. 5131 - Conduct)  
(cf. 5131.7 - Weapons and Dangerous Instruments)
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))  
(cf. 5131.6 - Tobacco and Other Drugs)
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing as defined in Section 32050. (Education Code 48900(q))
18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5 provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 48900.2)

(cf. 5145.7 - Sexual Harassment)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)
21. Intentionally engaged in harassment, threats, or intimidation, directed against a student or a group of students that is sufficiently severe or pervasive and has had the actual and reasonable expected effect of materially disrupting class work, of creating substantial disorder, and of invading the rights of that student or group of students by creating an intimidating or hostile educational environment. (Education Code 48900.4)  
(cf. 5145.3 - Nondiscrimination)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any District school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds.
2. While going to, or coming from school
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). (Education Code 48900(r))

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. Education Code (48900(u))

(cf. 5113 - Absences and Excuses)

### **Removal from Class by a Teacher/Parental Attendance**

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist shall attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one-class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date.
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.
3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

### **Suspension by Superintendent, Principal, or Principal's Designee**

The Superintendent, principal, or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a District employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive as defined in 18 USC 921.

Suspension also may be imposed upon a first offense if the Superintendent, principal, or designee determines the student violated item numbers 1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903)

### **Suspensions shall be initiated according to the following procedures:**

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the principal, designee, or the Superintendent with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary



action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the principal, designee, or the Superintendent determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

## **Suspension by the Board**

The Board may suspend a student for any of the acts listed in “Grounds for Suspension and Expulsion” above and within the limits specified in “Suspension by Superintendent, Principal, or Principal's Designee” above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in “Grounds for Suspension and Expulsion” occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **On Campus Suspension Program**

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Authority to Expel**

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under “Mandatory Recommendation and Mandatory Expulsion.”

The Board may also order a student expelled for any of the acts listed above under “Grounds for Suspension and Expulsion” upon recommendation by the Principal, Superintendent, hearing officer, or administrative panel based on finding either or both of the following: (Education Code 48915(b) and (e))

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

### **Mandatory Recommendation for Expulsion**

Unless the Superintendent, Principal, or designee finds that expulsion is inappropriate due to particular circumstances, the Superintendent, Principal, or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student.

(cf. 5131.7 – Weapons and Dangerous Instruments)

3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

### **Mandatory Recommendation and Mandatory Expulsion**

The principal, Superintendent, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a District employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under “Grounds for Suspension and Expulsion” above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, Principal or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the District's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.

3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

### **Written Notice of the Expulsion Hearing**

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of District disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the District to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).  
(cf. 5119 - Students Expelled from Other Districts)
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by legal counsel or by a non-attorney advisor.  
Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California  
Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board

or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (formerly 11525). (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
  - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
  - e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
  - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
  - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the District shall provide a non-threatening environment.
    - (1) The District shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
    - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
    - (3) The person conducting the hearing may:

- (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
  - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
  - (c) Permit one of the support persons to accompany the complaining witness to the witness stand.
6. **Decision Within 10 School Days:** The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. **Decision Within 40 School Days:** If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing."

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with District staff, including the student's teachers and with the student's parent/guardian. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year.

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321 - Closed Session Conduct and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the District. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis.

For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, and other rehabilitative programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(o), Education Code 48900.2-48900.4, 48900.8, and Education Code 48915(c). (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education. (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1. (Education Code 48918)

### **Decision Not to Enforce Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the District's rules and regulations governing student conduct.

When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

4. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a District school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.

5. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918(j))

### **Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the District simultaneously with the filing of the notice of appeal with the County Board of Education.

The District shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Post-Expulsion Placements**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-13 and #17-19 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the District shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met.

School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other District students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)



7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

### **Maintenance of Records**

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this District. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts) (cf. 5125 - Student Records - Confidentiality)

### **Notifications to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

### **Outcome Data**

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion.
2. The specific grounds for each recommended expulsion.
3. Whether the student was subsequently expelled.
4. Whether the expulsion order was suspended.
5. The type of referral made after the expulsion.
6. The disposition of the student after the end of the expulsion period.

AR 5144.1 - Reviewed: 10/18/11

# Procedures for Notifying Teachers of Dangerous Pupils

---

Myrtle S. Finney Elementary School adheres to the Chula Vista Elementary procedures for notifying teachers of dangerous pupils as follows:

**At the beginning of each new school year, the Office of Research Accountability, Evaluation, Analysis and Instruction sends the following email notification with Education Code 48900 attached to all teachers, prior to the first day students report to school:**

CONFIDENTIAL

*Hello Teachers,*

*Education Code Section 49079 requires that district notify teachers regarding any pupil “who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivision (a) to (g) inclusive, and (I) to (o) inclusive, of Section 48900 without regard to where the acts occurred.” The suspension notification must cover students who have been suspended during the 2014/15 through 2016/17 school years.*

*In your Teacher Access System, TAC, which you use daily for attendance reporting, you will find a yellow "M" next to the student name or ID. If you click on this "M" you will be given both medical and suspension alerts. If you should require further information regarding the details of the suspension, please see your school principal. You may also call our office at 619-425-9600 Ext 1326.*

**It is incumbent upon the teachers to review and note any students who are marked with a “M” in the TAC system.**

# Discrimination and Harassment Policy

---

Myrtle S. Finney Elementary School adheres to the Chula Vista Elementary School District discrimination and harassment policy as follows:

**CVESD Board Policy 5145.7 which supports Administrative Regulation 5145.7 can be located on the CVESD Website under:**

**Board - Board Policy - Article : 5 – Students**

**[Click here for Board Policy 5145.7](#)**

## **Student Harassment (AR 5145.7)**

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 sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made either an 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 the individual is used as the basis for an educational decision affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's performance, or of creating an intimidating, hostile, or offensive learning environment.
4. Submission to, or rejection of, the conduct by the individual is the basis for any decision affecting the individual regarding benefits, and services, honors, programs, or activities available through the District.

Examples of types of conduct that 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. Unwelcome 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, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Massaging, grabbing, fondling, stroking, or brushing the body.
8. Touching an individual's body or clothes in a sexual way.
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex.
10. Displaying sexually suggestive objects.

## **School Level Complaint Process**

A statement indicating the Chula Vista Elementary School District's intolerance of sexual harassment will be posted prominently in the main office area of each school site. School discipline procedures shall reflect the stages of disciplinary action to be taken in cases of sexual harassment.

Teachers of Grades 4-8 are provided with introductory lessons to assist them in helping children learn to respect others and to avoid harassing behavior.

Written Report on Findings and Follow-Up: No more than 30 calendar days after receiving the complaint, the principal shall investigate the sexual harassment allegation(s) and prepare a written report of his/her findings. The timeline may be

extended for good cause. If an extension is needed, the principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision, the reasons for the decision, and a summary of the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the student who was accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or his/her designee.

In addition, the principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The principal shall also make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

#### Regulation

Reviewed: 01/10/95

Reviewed: 03/08/11

### **Nondiscrimination (BP 5145.3)**

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, marital or parental status, and physical or mental disability.

(cf. 0410 - Nondiscrimination)

(cf. 1312.5 - Complaints Concerning Discrimination)

The Governing Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, vocational education and other activities. School staff and volunteers must be especially careful to guard against unconscious sex discrimination, insensitivity and stereotyping in instruction, guidance and supervision.

(cf. 1240 - Volunteer Assistance)

(cf. 6162.5 - Research/Standardized Testing)

#### **Legal Reference:**

##### EDUCATION CODE

40: Prohibited sex discrimination

41: School-sponsored athletic programs; prohibited sex discrimination

200-262: Prohibition of discrimination on the basis of sex

49020-49023: Athletic programs

51006-51007: Equitable access to technological education programs

51500: Prohibited instruction or activity

51501: Prohibited means of instruction

60044: Prohibited instructional materials

TITLE IX, EDUCATION AMENDMENTS OF 1972

BRENDEN V. INDEPENDENT SCHOOL DISTRICT

(Minnesota), U.S. Circuit Court of Appeals, Eighth Circuit, 742.41 Law Week 1170

RITACCO V. NORWIN SCHOOL DISTRICT ET AL.

U.S. District Court, W.D. Pennsylvania, 361 F. Supp. 930 (1973)

GILPEN V. KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION, INC., 377 F. Supp. 1233 (1974)

#### Policy

Adopted: 11/13/90

Reviewed: 03/08/11

# School –Wide Dress Code

---

## Dress and Grooming (BP 5132)

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

**For further information on Dress and Grooming, review Admin Regulation 5132 which can be found located on the CVESD Website under:  
Board - Board Policy - Article : 5 – Students**

## Myrtle S. Finney Elementary School Specific Information

**In this section, please enter the school site dress code policy. Verbiage must include the prohibition of “gang-related” apparel.**

DRESS FOR SUCCESS! Some items of clothing are inappropriate because they distract from the learning environment or may even threaten the well-being of your children.

- Jewelry can be dangerous or get damaged/lost and should be left at home.
- Hats, beanies and/or hoods are not to be worn in class.
- No make-up.
- No long nails and no fake nails.
- Wear closed toe shoes with gripping, non-slip soles suitable for physical education.
- Shorts need to pass the student's fingertips when arms are at his/her sides.
- Tank tops must have straps at least 3 fingers wide.
- No crop tops.
- No gang-related attire is prohibited.
- No clothing with references to drugs or alcohol.
- Please ensure words on clothing are elementary school appropriate.
- Please mark all sweaters, jackets, and coats with your child's name.

# Safe Ingress and Egress Procedures

---

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

## Myrtle S. Finney Elementary School Specific Information

Our school is active in utilizing Safe Routes to School program.

Name of Safe Routes to School Program Coordinator:

N/A

Our school is active in utilizing Safety Patrol program

Name of Safety Patrol Program Coordinator:

N/A: Due to our location, SDPD has informed us that Finney is not eligible for participation in the Safety Patrol program.

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

Ingress: The area in front of the school is fenced and clearly marked with appropriate parking lines to denote staff parking, visitor parking, and disabled parking. Signs and arrows are painted on the blacktop denoting one-way traffic only and no parking areas. The exit to the parking lot has a sign to prevent left turns. The fire lane, the student crosswalk, the bus zone, and the student drop-off zone are clearly marked so that morning traffic flows easily and safely.

Morning personnel and volunteers supervise students arriving at school by bus and car. The local police monitor the morning traffic as well. The student drop-off zone is used by parents transporting their children to school. It is close to the school building, allowing students to go directly into the inner covered corridor. All visitors check-in at the office via the Raptor system, and wear a visitor badge.

Gates are locked at 7:45 a.m. when the bell rings.

Students proceed to the blacktop to line up with their class behind their assigned letter painted on the blacktop. Along with school personnel, student members of the Line Up Committee monitor lines and award classes demonstrating safe line up behavior.

Egress: At dismissal time, the parking lot is roped off once all the buses have arrived. Teachers walk the students to the school entryway (kindergarten through 3rd grade) and to the side gate next to the cafeteria (fourth through sixth grade). Teachers wait with students until they board the bus or until their parents have arrived.

Students are only released to people listed on the student's emergency card. If there is a change in transportation, the parent must send a written note to the child's teacher. Students who have not been picked up by 2:30 (1:15 on minimum days) are escorted to the health office and signed in by the teacher. Individuals picking up students from the office must show ID and sign students out.

Describe school procedures for creating safe ingress and egress during an emergency situation.

In an emergency situation, we would use cones to create lanes for entering and exiting the parking lot for student pick up. Byrd Street is the only way to access Finney by road. Our school is bordered on the north side by a large canyon.

# Ensuring a Safe and Orderly Environment

---

The *Safe Schools: A Planning Guide for Action* document created by the California Department of Education and Office of Attorney General fully describes how to develop this section of the Comprehensive School Safety Plan. School sites should develop **Goals, Objectives** and **Action Steps** which can be implemented throughout the year in order to improve school safety, security and emergency preparedness. Each site must include *at least* one (1) goal with objectives and actions steps for each of two components:

**Component 1 – People and Programs:** This component focuses on creating a caring school climate, where students feel wanted and needed, they believe that their participation makes a difference and they are safe to express themselves.

**Component 2 – Physical Environment:** This component focuses how the school site fosters security and safety through technology, lighting, policies, rooms and furnishings, emergency procedures, ingress/egress, environmental design, graffiti removal and other elements of the physical environment.

## Myrtle S. Finney Elementary School Specific Information

### People and Programs

Goal: Ensure the needs of the whole child, families, and school community are addressed

Objective 1: By June 2023, continue to increase SEL support for students, staff, and families.

Strategies/Actions:

1. Educate staff, students, and other stakeholders on SEL competencies
2. Maintain fidelity of Sanford Harmony (SH) K-6 use
3. Share SH family components with parents to practice at home
4. Share and encourage the use of · Coping strategies wheel · Feelings check-in · Problem-Solving wheel · Zones of Regulation
5. Provide Tier II supports through school counselor, school counseling intern, and social work intern

Objective 2: By June 2023, provide supports to improve attendance and engagement.

Strategies/Actions:

1. Teachers complete Universal Screener to identify needs for Tier II supports.
2. Reinforce importance of regular attendance during morning announcements, in home/school communications, and during parent meetings.
2. Hold SART meetings with families to brainstorm strategies for improving attendance.
3. School Counselor will attend SART meetings.
4. Inform staff and families of resources (i.e., Mental Health America, Family Resource Centers, etc.) and encourage use.

### Physical Environment

Goal: Our school fosters security and safety through regular emergency preparedness activities.

Objective 1: By June 2023, all students and staff will be familiar with best practices in the event of a lockdown.

Strategies/Actions:

1. Post revised Quick-Reference Drills posters in every room
2. Review procedures for lockdown vs. secure campus with all staff
3. Complete two lockdown drills with CVESD Safety Manager
4. Upgrade handles on blinds in classrooms where teachers cannot currently reach to close their blinds

### Physical Environment

Goal: Our school embraces the four pillars to prevent the spread of COVID-19 and other viruses.

Objective 1:

By June 2023, the school and classroom will have procedures and supplies to help prevent the spread of COVID-19 and other viruses.

Strategies/Actions:

#### COVID-19 APPROPRIATE PROGRAMS AND STRATEGIES

The following strategies are being implemented to reduce and prevent the spread of COVID and other viruses:

Increased cleaning, disinfecting, and hygiene when there is a positive case

Health monitoring and tracing

Testing and notifications

Optional personal protective equipment



# Discipline Policies

---

Myrtle S. Finney Elementary School adheres to the Chula Vista Elementary School District discipline policies as follows:

[CVESD Board Policy 5144 which supports Administrative Regulation 51447 can be located on the CVESD Website under:](#)

[Board - Board Policy - Article : 5 – Students](#)

[Click here for Board Policy 5144](#)

## Site-Level Rules

In developing site-level disciplinary rules, the school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians.
2. Teachers.
3. School administrators.
4. School security personnel, if any.
5. For Grades 7 and 8, students enrolled in the school.

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. Each school shall file a copy of the rules with the Superintendent or designee.

The rules shall be consistent with law, Governing Board policy, and District regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law.

Each school shall review its site-level discipline rules at least every four years. (Education Code 35291.5)

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary strategies provided in Board policy, regulation, and law may be used in developing site-level rules. These strategies include, but are not limited to:

1. Referral of the student for advice and counseling.
2. Discussion or conference with parents/guardians.
3. Recess restriction.
4. Detention during and after school hours.
5. Community service.
6. Reassignment to an alternative educational environment.  
(cf. 6158 – Off-campus Independent Study)
7. Removal from the class in accordance with Board Policy, Administrative Regulation, and state law.
8. Suspension and expulsion.  
(cf. 5144.1 – Suspension and Expulsion/Due Process)

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

## Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

For the purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)

(cf. 5131.7 – Weapons and Dangerous Instruments)

## **Recess Restriction**

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior (Education Code 44807.5), subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

## **Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus due to being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

## **Community Service**

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during non-school hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Education Code 48900.6)

## **Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of District rules related to discipline. (Education Code 48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the District. (Education Code 35291.5)

Revised: 04/17/07

# Procedures for Reporting Crime

---

Myrtle S. Finney Elementary School adheres to the Chula Vista Elementary School District procedures for reporting crime as follows:

In order to create a safe learning environment for all students, CVESD desires to protect the right of every student to be free from unsafe behaviors and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

Any student or community member who feels that he/she is a victim of a crime, including hate-motivated behavior, shall immediately contact the principal or designee. Staff who receive notice of a crime or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. Students engaged in criminal behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

In addition, the district shall provide counseling, guidance, and support to students who are victims and, as necessary, to students who exhibit such behavior.

It is the responsibility of the principal or designee to work with law enforcement to properly investigate possible criminal behaviors and document in accordance with law, Board policy and administrative regulation.

# DISASTER PROCEDURES

---

## Emergency Procedures Plan



**Myrtle S. Finney Elementary School**  
3950 Byrd Street San Diego, CA 92154

**“EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH”**

**Board Members**

Kate Bishop  
Leslie Ray Bunker  
Cesar Fernandez  
Francisco Tamayo  
Lucy Ugarte

**Superintendent**

Eduardo Reyes, Ed. D.

# Table of Contents

<b>CONTENTS</b>	<b>PAGE</b>
<b>Emergency Notifications</b>	
<b>Emergency Response Team Personnel</b>	
<b>Incident Command Team Organizational Chart</b>	
<b>Emergency Response Team Overview</b>	
<b>Hazard &amp; Vulnerability Assessment</b>	
<b>Emergency Notification Information (Phone Contacts)</b>	
<b>Emergency Facilities</b>	
Emergency Radios (Also see quick reference guide in Appendix A)	
Incident Command and Other Facilities	
Location of Emergency Supplies/Disaster Container	
<b>Emergency Kits Contents</b>	
Emergency Supplies/Disaster Containers	
Command Kit	
First Aid & Medical Team Supplies	
Search and Rescue Team Supplies	
Crisis Response Boxes	
Classroom Emergency Kit	
<b>Emergency Operations Overview</b>	
Drills and Exercises	
<b>Emergency Response Procedures</b>	
<i>General Response Procedures</i>	
Evacuation	
Onsite Evacuation Route and Emergency Map	
Offsite Evacuation Route and Emergency Map	
Reunification (also see detailed Reunification Plan in Appendix C)	
Shelter-In-Place	
Secure Campus	
LockDown	
Drop, Cover & Hold-On	
All Clear	

***Disaster Specific Response Procedures***

Active Shooter and Other Active Assailants

Air Pollution

Aircraft Crash

Animal, Insect or Reptile Disturbance

Barricaded Suspect(s) and Hostage Situations

Biological or Chemical Release

Bomb Threat or Suspicious Package

Disorderly Conduct

Earthquake

Explosion / Risk of Explosion

Flooding

Loss or Failure of Utilities

Motor Vehicle Crash

Psychological Trauma

Suspected Contamination of Food or Water

Threat of Violence

Tsunami

Unlawful Demonstration / Walk Out

Weapon on Campus

**Outside Agency Use of Facilities****Emergency Response Team Position Guides**

Site Incident Commander

Safety Officer

Public Information Officer

Liaison Officer

Operations Section Chief

Site Facility Check &amp; Security

Search &amp; Rescue Team Leader

Search &amp; Rescue Team

First Aid &amp; Medical Team Leader

First Aid &amp; Medical Team

Evacuation Assembly Area

Request Gate

---

---

**CONTENTS**

---

**PAGE**

---

Release Gate

---

Planning & Intelligence Section Chief

---

Logistics Section Chief

---

Finance & Administration Section Chief

---

---

## FORMS - APPENDIX A

---

---

---

**CONTENTS**

---

Biological and Chemical Release Response Checklist

---

Bomb Threat Report

---

Children / Adults Released to Paramedics

---

Emergency Drills Report

---

Incident Action Plan

---

Medical Treatment Log

---

Notice of First Aid Care Provided

---

Position Assignment Log

---

Public Information Worksheet

---

Request for Help

---

Site Status Report

---

Student Release Form

---

Student Release Log

---

Student / Staff Accountability Report

---

Team Member Activity Log

---

Volunteer Assignment Log

---

Emergency Radio Quick Reference Guide

---

---

## SPECIAL NEEDS PLANNING – APPENDIX B

---

---

---

**CONTENTS**

---

General Categories of Functional and Special Needs

---

Elements of Needed Evacuation Information

---

General Categories of Special Need and Disability

---

Service Animals

---

Standard Building Evacuation

---

Mobility Impairment

---

Visual Impairment

---

Hard of Hearing or Deaf

---

---

Speech Impairment

---

Cognitive Impairment

---

Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

---

## SITE REUNIFICATION PLAN – APPENDIX C

<b>CONTENTS</b>	<b>PAGE</b>
Situation and Assumptions	
Disclaimer	
Concept of Operations	
Basic Operations	
On-Scene Parent Notification	
End of Operations	
Reunification Considerations	
Administration and Support	
Two-Gate Reunification – With reunification taking place at the Release Gate	
Two-Gate Reunification – With internal reunification and Notification Area	
One-Gate Reunification	
Classroom Reunification	
Off-Site Reunification	
Reunification Supply Considerations	

## FIRE SAFETY, PREVENTION & EMERGENCY PROCEDURES – APPENDIX D

<b>CONTENTS</b>	<b>PAGE</b>
Fire Safety & Prevention	
Common Safety Violations in School Classrooms	
Chula Vista Fire Department School Inspection Program	
CVFD School Codes/Violations	
Youth Firesetter Program	
School Fire Protection and Evacuation Plan	



# CARDIAC EMERGENCY RESPONSE PLAN – APPENDIX E

---

<b>CONTENTS</b>	<b>PAGE</b>
Developing a Cardiac Emergency Response Team	
Activation of Cardiac Emergency Response Team	
Automated external defibrillators (AEDs)	
Communication of this Plan	
Training in Cardiopulmonary Resuscitation (CPR) and AED Use	
Local Emergency Medical Services (EMS) integration	
Annual review and evaluation of the Plan	
Cardiac Emergency Response Team Protocol	

# EMERGENCY NOTIFICATIONS

---

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
<b>Evacuation</b>	Fire Alarm	P.A. System
<b>Duck, Cover, Hold On</b>	P.A. System	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
<b>Shelter-In-Place</b>	P.A. System	If P.A. system is not working, use email or written notes to classes
<b>Secure Campus</b>	P.A. System	
<b>Lockdown</b>	P.A. System	Evidence of gunfire or threat of violence on campus.
<b>All-Clear</b>	P.A. System	

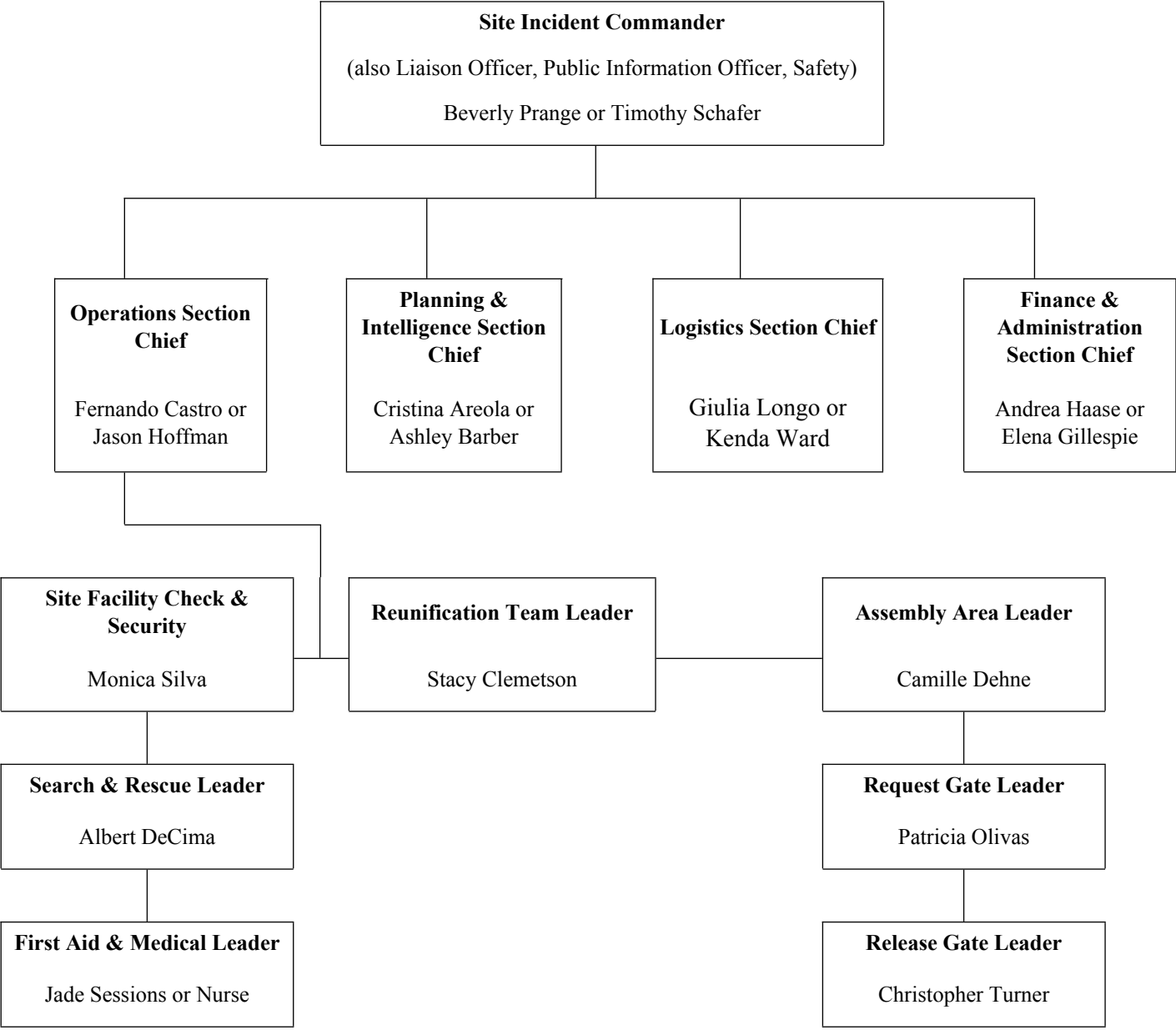
All site occupants need to know the emergency terminology above and the actions to take for each.

## Myrtle S. Finney Elementary School Emergency Response Team Personnel

Position	
<b>Site Incident Commander</b> Safety Officer Public Information Officer Liaison Officer	Beverly Prange or Timothy Schafer
<b>Planning Section Chief</b>	Cristina Areola or Ashley Barber
<b>Logistics Section Chief</b>	Giulia Longo or Kenda Ward
<b>Finance &amp; Administration Section Chief</b>	Andrea Haase or Elena Gillespie
<b>Operations Section Chief</b>	Fernando Castro or Jason Hoffman
Site Facility Check & Security	Monica Silva
Search & Rescue: Leader	Albert DeCima
S&R Team A	A) Melissa Showman B) Kristine Hidalgo C) Lucy Siegel
S&R Team B	A) Rose Gonzalez B) Tania Fregoso C) David Barraza
<b><i>Sites with more than 500 students must identify one additional Team:</i></b>	
S&R Team C	A) B) C)
First Aid & Medical: Leader	Jade Sessions or Nurse
First Aid Team A	A) Alyssa Adams B) Jackie Lozoya C) Alondra Melton
First Aid Team B	A) Czarina Alegrado B) Illiana Martinez C) Maria Arreola Vazquez (Gochicoa)
<b><i>Sites with more than 500 students must identify one additional Team:</i></b>	
First Aid Team C	A) B) C)
Reunification Team Leader	Stacy Clemetson
Assembly Area Leader	Camille Dehne
Request Gate Leader	Patricia Olivas
Request Gate Team	A) Crystal Pridmore B) Dorothy Nguyen C) Josefina Vega
Release Gate Leader	Christopher Turner
Release Gate Team	A) Grace Limon B) Gabriela Martinez



# Myrtle S. Finney Elementary School Incident Command Team Organizational Chart



# EMERGENCY RESPONSE TEAM

## OVERVIEW

---

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the Principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all of the positions identified below be activated and fully staffed.

### Summary of Emergency Response Team Assignments

For quick and rapid response, school staff are pre-assigned to the Emergency Response Team (ERT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

**Site Incident Commander** – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Safety Officer - ensures all activities are conducted in as safe a manner as possible

**Public Information Officer** – acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available

**Liaison Officer** – serves as the point-of-contact for agencies outside of the District’s organization

**Operations Chief** – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security** – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team** – conduct search and rescue operations once accountability process has identified missing persons. It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team** – provide first aid and medical response including Critical Incident Stress Management (CISM). It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader** – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
  - **Request Area** – process requests by parents or authorized adults for release of students
  - **Release Gate** – release student to parent or authorized adult

**Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident

**Logistics Chief** – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

**Finance & Administration Chief** – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

This Plan provides position guides for each of the above assignments. The ERT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District’s Emergency Operations Center (EOC) located at the District’s Education Service and Support Center (ESSC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

# Myrtle S. Finney Elementary School COVID-19 Risk Assessment

Risk Assessment Title	Assessor name	Assessment date
COVID – 19 Risk Assessment	Sherry Colgan Stone/Anthony Carlton	January 2021

Ref	Risk, Tasks, Issue, or Hazards	People carry out tasks or those at risk	Our Safety Measures
(a)	Awareness of policies and procedures	Staff, visitors, students, contractors, parents	<p>All staff, students, parents, necessary visitors, and vendors/contractors are aware of all relevant policies and procedures including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Face Coverings</li> <li>• Physical Distancing Recommendations</li> <li>• Hygiene Procedures (Handwashing/sanitizing)</li> <li>• Visitor Management Procedures (Raptor)/sign-in procedures</li> </ul> <p>All staff have respect for all relevant guidance and legislation including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Current County Health Order</li> <li>• Comprehensive School Safety Plan</li> <li>• Injury and Illness Prevention Plan with the COVID Prevention Plan</li> </ul> <p>The relevant staff receive any necessary training that helps minimize the spread of infection, e.g. bodily spillage training. The school keeps up to date with advice issued by, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• San Diego County Health and Human Services Agency</li> <li>• California Department of Public Health</li> <li>• Center for Disease Control</li> </ul> <p>Staff are made aware of the school’s infection control procedures (staying home when sick, contact tracing, hand washing, etc.) in relation to coronavirus via email, posters, frequent reminders. Staff will contact the school as soon as possible if they believe they may have been exposed to coronavirus or are displaying any symptoms.</p>



			The Student and Family Privacy Rights (BP/AR 5022) are always followed – this includes withholding the names of staff, volunteers and students with either confirmed or suspected cases of coronavirus.
(b)	Poor hygiene practice	Staff, visitors, students, contractors, parents	<p>Infection control procedures are adhered to as much as possible.</p> <ul style="list-style-type: none"> <li>• Stay home when sick or exposed to someone with COVID-19</li> <li>• Modify classroom and work areas to physically distance to the extent possible</li> <li>• Use of physical barriers, such as shields and partitions, if necessary</li> <li>• Frequent cleaning</li> <li>• Use of PPEs such as masks, gloves, and gowns (as necessary)</li> <li>• Frequent handwashing/hand sanitizing</li> </ul> <p>Posters are displayed throughout the school reminding students, staff and visitors to wash their hands frequently.</p> <p>Essential visitors/vendors are permitted on to site. This includes Social Workers, Counselors, contractors, YMCA staff, medical/testing staff, etc. Permitted visitors/vendors must wash their hands with soap or use alcohol-based sanitizer (that contains no less than 60 percent alcohol) and follow infection control procedures.</p> <p>Sufficient amounts of soap, clean water, paper towels and/or hand sanitizer are supplied in all bathrooms, classrooms and kitchen/lunch areas.</p> <p>Students are supervised by staff when washing their hands to ensure it is done correctly, where necessary.</p> <p>Students can use hand sanitizer, under the supervision of a member of staff.</p> <p>Students are discouraged from sharing cutlery, cups, food, stationary items, equipment.</p> <p>Custodial staff carry out daily cleaning. All classes have disinfectant/cleaner to clean tables, touch points etc. throughout the day.</p> <p>Enhanced disinfecting to be undertaken where required, for example in a class where a confirmed case of COVID 19 has been reported.</p>
(c)	Ill health	Staff, visitors, students, contractors, parents	<p>Staff, students and parents are informed of the symptoms of possible coronavirus infection, e.g., a cough, difficulty in breathing, high temperature, loss of, or change in, their normal sense of taste or smell (anosmia) and are kept up to date with guidance about the signs, symptoms and transmission of coronavirus.</p> <p>Children who feel unwell while in school will have their temperature taken immediately using a non-contact thermometer.</p>

			<p>Any student, staff or visitor who displays signs of being unwell and have a symptom consistent with COVID-19 will be required to follow the San Diego County Health and Human Services Agency Fever/COVID-19 Symptom Decision Tree.</p> <p>Free Testing Site Location flyer or the San Diego Testing website link will be provided for any individuals who chose to be tested. Regardless of whether students are tested, they must follow the Decision Tree.</p> <p>The parents of ill students are to be informed as soon as possible of the situation by the health office. Ill students who are waiting to go home are kept in an isolation room/area with appropriate adult supervision.</p> <p>If ill students and staff are waiting to go home, they are instructed to use the health office restrooms or other designated restroom to minimize the spread of infection. The restrooms will be placed “out of use” and closed until able to be disinfected using the district approved disinfectant before being used by anyone else.</p> <p>PPE, such as mask, gowns and gloves should be worn by staff caring for a child while they await collection.</p> <p>Areas used by ill staff and students who need to go home will be appropriately disinfected once vacated. If it is possible to wait 24 hours before disinfecting, this is recommended.</p> <p>Any students who display symptoms of COVID (following the Decision Tree), without documentation of a pre-existing and chronic condition, are sent home immediately, or as soon as practicable, by their parents – the parents are advised to get student tested and to call 911 if they become seriously ill or their life is at risk.</p> <p>Any members of staff who display symptoms of COVID (following the Decision Tree), without documentation of a pre-existing and chronic condition, are sent home immediately and are advised to get tested and to call 911 if they become seriously ill or their life is at risk.</p> <p>Student or staff members who are vaccinated or has had a documented case of COVID-19 in the last 90 days, does not need to quarantine if they come in close contact with a COVID-19 positive individual. Unvaccinated individuals, who have not had COVID-19 in the past 90 days, must quarantine if they have had close contact with a COVID-19 positive individual. The updated quarantine guidance can be found in the County Decision Tree.</p>
(d)	Confirmed Case of COVID- 19	Staff, visitors, students, contractors, parents	<p>All staff and students who are attending an education or childcare setting will have access to a test through district, county, city or private testing locations if they display symptoms of coronavirus. Individuals are encouraged to get tested.</p> <p>If an individual develops symptoms consistent with COVID, they need to either 1) quarantine or 2) take a PCR Test. When an individual tests negative with a PCR Test (negative antigen tests are not accepted for return of student/adult), they can return to their school/work hours if their symptoms are improving and they have not had a fever for 24 hours.</p> <p>If a staff member or student tests positive, they are required to self-isolate for 10 days after their positive test OR symptom on-set and they can return to school/work after the 10 days if their symptoms are improving and they haven’t</p>

			<p>had a fever for the last 24 hrs. Individuals should follow the guidance which will be provided to them through a phone call from a Case Investigator from the Health and Human Services Agency.</p> <p>As soon as school becomes aware of a confirmed case of COVID-19 the school nurse will contact the School Epidemiology COVID-19 line and will start the contact tracing process or the principal will work with the District Emergency Preparedness and Security Manager or Contact Tracers/Case Investigators on Contact Tracing.</p> <p>Contact Tracing will be completed to confirm who has been in close contact with the person during the period that they were infectious (48 hours before displaying symptoms/testing positive), and ensure they are asked to quarantine.</p> <p>If schools learn of a positive case, they must provide the quarantine options to those who came in close contact with the positive case. Refer to the Decision Tree for current quarantine guidance for close contacts. “Close contact” is defined as an individual:</p> <ul style="list-style-type: none"> <li>• Within 6 feet of a COVID-19 Patient for a cumulative total of 15 minutes or more over a 24- hour period; or</li> <li>• Had unprotected contact with the body fluids and/or secretions (including, but not limited to, being coughed on or sneezed on, sharing utensils, or drinking out of the same container) of a COVID-19 Patient.</li> </ul> <p>The County School Epidemiology COVID-19 Line will provide definitive advice on who must be quarantined and which quarantine they will be allowed to participate in.</p> <p>Household members of those contacts who are sent home do not need to quarantine themselves unless the student or staff member who is quarantining subsequently develops symptoms.</p>
(e)	Spread of infection	Staff, visitors, students, contractors, parents	<p>Spillages of bodily fluids are cleaned up by custodians immediately in line with the bodily spillage procedure, using PPE at all times.</p> <p>The ‘catch it, bin it, zap it’ approach is communicated to children through signage and class instructions. Catch the cough/sneeze in a tissue, throw the tissue in a bin immediately and zap the virus by washing hands for 20 seconds.</p> <p>Younger children and those with complex needs are helped with their respiratory hygiene and staff may need to wear PPE.</p> <p>Disinfectant/cleaner is available in all classrooms.</p> <p>Parents are informed via email, signage and blog reminders, not to bring their children to school or on the school premises if they show signs of being ill or if they believe they have been exposed to coronavirus. Parents are encouraged to take their child for a test if they have symptoms or have been exposed to someone who tests positive for COVID-19.</p> <p>Parents/staff are to inform school immediately if they test positive for COVID – 19.</p>

			<p>Staff and students do not return to school before the minimum recommended exclusion period (self-isolation or quarantine).</p> <p>Students and staff in classrooms will be distanced to the extent possible, with some exceptions for students with specific needs.</p>
(f)	Poor management of infectious diseases	Staff, visitors, students, contractors, parents	<p>All individuals are instructed to monitor themselves and others and look out for similar symptoms if a student or staff member has been sent home with suspected coronavirus.</p> <p>Staff are vigilant and report concerns about their own, a colleague's or a student's symptoms to the school administration.</p> <p>The school is consistent in its approach to the management of suspected and confirmed cases of coronavirus. All district employees and students adhere to the COVID-19 Symptom Decision Tree. Contact Tracing is conducted by the School Nurse, the District Contact Tracers/Case Investigators, or the District's Emergency Preparedness &amp; Security Manager. Self-Isolation or quarantine orders are adhered to.</p> <p>Staff inform the School Administration immediately if informed a student has tested positive for coronavirus.</p> <p>The School Administration monitors the cleaning standards and discusses any additional measures required with regards to managing the spread of coronavirus with custodial staff.</p>
(g)	Lack of communication	Staff, visitors, students, contractors, parents	<p>School to keep staff, students and parents updated about any changes in relation to guidance/procedures around COVID-19.</p> <p>School Community to be kept informed when a positive case has been notified. Limited information is provided in order to protect confidentiality of the person who tested positive.</p>
(h)	Disruption to the running of the school	Staff, students, parents	<p>The district and schools adhere to and keep up to date with the latest local and national advice about school closures. Advice is sought from the HHS COVID-19 Schools Epi helpline where required.</p>
(i)	Emergencies	Staff, students, parents	<p>Staff and Parents are to ensure emergency contact details are up to date, including alternate emergency contact details, where required.</p> <p>Students' parents are contacted as soon as practicable in the event of an emergency.</p> <p>School staff are provided with the site's Comprehensive School Safety Plan and are familiar with emergency procedures.</p>

			Schools participate in emergency drills some of which may be modified for COVID, according to the following documents: Emergency Drills Report; Guide to Holding Shelter-in-Place, Lockdown and Secure Campus Drill; CVESD Emergency Drill Scripts.
(j)	Managing Entrance and Egress	Staff, students, parents	<p>Parents are encouraged to limit the number of individuals involved in dropping off and picking up students, especially if they get out of their car or walk to school. This will help decrease possible contacts and possible exposure.</p> <p>Staff, students and parents are encouraged to continue physical distancing whenever possible.</p> <p>Parental queries can be addressed over the phone or via email where possible. Parents are encouraged to utilize other methods of communication besides face-to-face for school business.</p>
(k)	Class sizes and layout	Staff, students	<p>Students should be distanced to the extent possible.</p> <p>Rooms to be accessed directly from outside where possible.</p> <p>Student materials can be kept at their desk, if space provides, or each student can be given their own bin, box or area to store supplies while in class.</p> <p>Water bottles can be kept on student desks where possible.</p>
(l)	Physical Distancing	Staff, Students, Visitors	Although there is no mandate for distancing, staff and children reminded to distance to the extent possible. Signage displayed around school as reminders to distance.
(m)	Sharing of Resources	Staff, Students	<p>Classrooms have access to their own resources to the extent possible.</p> <p>Equipment or furniture which is not needed is to be removed, where possible, or signs posted stating “do not use.”</p> <p>Hand hygiene is to be upheld. Washing hands with soap and water is preferable to hand sanitizer. Overuse of hand sanitizer is not good for individual and group health.</p>
(n)	Shared spaces	Staff, Students	<p>Classrooms will only be shared between the AM/PM cohorts/classes.</p> <p>Schools are encourage to hold assemblies outside or virtually.</p> <p>Hands should be washed/sanitized before entering and leaving for recess, lunch or any other activity.</p> <p>Children are encouraged to bring lunch items into school that they can open independently, if applicable.</p>

(0)	Visitors	Staff, Visitors	<p>Only necessary vendors allowed onto campus.</p> <p>Whenever possible, necessary visits will be conducted at the beginning or end of the school day and will be arranged for with limited close contact with others.</p> <p>Individuals involved with meetings that are unable to take place virtually must follow safety procedures established for COVID-19: Wash/sanitize hands, and wear masks along with any other necessary procedures.</p> <p>Contact details will need to be provided by all visitors to comply with track and trace.</p> <p>Itinerant staff such as, psychologists, Nurses, Speech and Language Pathologists, etc, can work with students provided they follow safety procedures.</p> <p>All visiting district office staff reminded to remain 6 feet from other staff and children where possible.</p> <p>Visitors and Vendors are required to answer the Health Screening questions and have temperatures taken.</p> <p>Until further notice, school site staff will not be permitted to visit other workplaces for meetings/conferences, unless approval is obtained through the district office.</p>
(p)	Physical Environment/Ventilation	Staff, students	<p>Classrooms are provided with air filtration devices.</p> <p>Staff can use natural ventilation if desired.</p> <p>Teachers can open windows, prop open doors if desired.</p> <p>The risk of air conditioning spreading coronavirus (COVID-19) in the workplace is extremely low.</p> <p>Trash cans to have liners for ease of emptying. Gloves are to be worn by custodial or other staff when emptying trash cans. Hands should be washed after emptying. Lidded bins would result in children touching lids and could in fact spread infection.</p>
(q)	Staff unable to work	Staff	<p>Consideration is taken around staff who are more at risk. Staff may contact HR to request an accommodation if they are asked to return to work on site and have a medical condition that places them at high risk if COVID-19 is contracted.</p>
(r)	Face Masks	Students	<p>The District shall require the proper use of face masks by all staff, students, and necessary contractors/visitors. This includes the covering of mouth and nose, except for when eating and exercising outdoors at a distance greater than six feet apart. Such masks shall be provided by the District prior to being required to report to school sites.</p>

			When appropriate, the District shall also provide face shields and/or other forms of PPE. Face shields can be used to enhance, not replace, face masks, unless they are used with a neck drape tucked into the shirt.
(s)	Off Site Activities	Staff, Students	Off Site activities are allowed provided CVESD and destination safety procedures are followed.
(t)	Ingress and Egress	Staff, Students, Parents, Visitors	<p>Staff, Students, Parents, and Visitors are encouraged to wear masks during ingress and egress to/from the school.</p> <p>Staff, Students, Parents, and Visitors are encouraged to physically distance during ingress and egress to the extent possible. Groups should not form while waiting at the front of the school.</p> <p>Staff and students are encouraged to use hand sanitizer or wash their hands before entering the school.</p>

# EMERGENCY NOTIFICATION INFORMATION

---

1. The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
2. Based on the findings, the Site Incident Commander will inform the Superintendent’s Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
3. If landline phones or cell phones are not working, notify the Superintendent’s Office by way of the Emergency Radio (issued by the District and monitored by Transportation Dispatch - see Appendix A for instructions).
4. The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized on Page . If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, campus or ERT walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

## INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
CVESD Superintendent’s Office	619-204-2191	619-425-9600 x 181300
CVESD Communications Office	619-410-5670	619-425-9600 x 181328
CVESD Facilities	619-733-7439 (Bell Boy)	619-425-9600 x 181420
CVESD Emergency Preparedness & Security	619-213-3675	619-425-9600 x 181358
CVESD Risk Management	949-375-2851	619-425-9600 x 181353
CVESD Transportation	619-348-8158	619-425-9600 x 161600

## EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Chula Vista Police Department	9-1-1	619-691-5151
Chula Vista Fire Department	9-1-1	619-691-5055
San Diego County Sheriff	9-1-1	858-565-5200
Bonita-Sunnyside Fire Protection District	9-1-1	619-479-2346
San Diego Police	9-1-1	619-531-2000
San Diego Fire Dispatch	9-1-1	858-974-9891
San Diego Gas & Electric	619-725-5114	800-411-7343
Chula Vista Animal Control	619-691-5151	619-691-5123
San Diego County Animal Control	619-236-2341	619-757-2675



# EMERGENCY OPERATIONS OVERVIEW

---

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

## Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public staff are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Emergency Response Team (ERT) position, the teacher will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher. The teacher will then immediately report to the Site Command Post and carry out their assigned ERT responsibilities.

## Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the District's Emergency Preparedness and Security department.

## Training & Exercises

### Training

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

### *All Staff*

All new staff assigned to the site will receive basic emergency orientation within six months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency signals, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

### *Staff Assigned to Emergency Response Team*

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Emergency Response Team Chart), should receive training that which coincides with the position they fill in the Emergency Response Team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their Principal or Site Administrator.

## Drills and Exercises

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

California Education Code mandates the following drills schedule for elementary schools:

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter
Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month
Bus Evacuation Drill	1 time per year	Once every school year

**Please note that ALL occupants at your site must participate in these drills – NO EXCEPTIONS.**

In addition to the drills mandated by the state listed above, the District requires the following FOUR (4) drills:

REQUIRED FOUR (4) DRILLS		
TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1 or 2	Once - twice per school year
Secure Campus Drill	1 or 2	Once - twice per school year
Lockdown Drill	1 or 2	Once - twice per school year
One additional drill of the school's choice: Shelter-In-Place, Secure Campus or Lockdown (with only staff).	School sites need to select one of the above three drills to hold a second time. This should be determined by the needs of the school and the staff.	

\*See District's Guidance in holding Shelter-in-Place, Secure Campus and Lockdown Drills for instructions on preparing for and implementing these types of drills.

### Tabletop Exercises

Emergency Response Team members should participate in a minimum of Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises four times a year. For assistance with Table Top Exercises or any emergency drills/exercises, please contact the District Emergency Preparedness & Security Manager

### Drill & Exercise Compliance

School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form. This form is submitted at the end of the year to the District Emergency Preparedness and Security Manager, who compiles the information and submits a compliance report to the Superintendent. The Superintendent uses the compliance report when conducting Principal evaluations and meetings.

# EMERGENCY RESPONSE PROCEDURES

---

## General Response Procedures

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

- Evacuation (On-Campus and Off-Campus)
- Reunification
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

The following emergency response actions are designed for the Emergency Response Team and other employees of CVESD.

## Disaster Specific Response Procedures

Depending on the type of disaster or incident, specific procedures may be required in addition to any general response procedures listed above.

# Emergency Quick-Reference Guide

---

Each classroom and office area should have emergency quick reference guides which provides guidance for the general response procedures. These guides should be displayed at an accessible hanging location. The guide provides basic guidelines for occupants during an emergency. All staff should familiarize themselves on an annual basis with the content of the guide.

# Reunification

---

## Definition

In the event that staff or students must be released early, the Site Incident Commander must request approval from the Superintendent's Office. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

## Notification

In the event the Site Incident Commander determines students are to be released from school, he/she will:

1. Notify the Superintendent's Office;
2. Notify the staff;
3. Notify parents/authorized guardians through SchoolMessenger using information provided on students' emergency contact cards.

## Procedure

### Onsite (Law Enforcement Involvement)

The onsite reunification location will be determined by the Site Incident Commander based on the circumstances of the event. Oftentimes, Law Enforcement will release one classroom at a time into a designated reunification area. Unless circumstances requiring a relocation of the Request and Release facilities, the pre-determined Request Area and Release Gates will be used during the reunification process.

### Onsite (Other)

The onsite reunification location will be determined by the Site Incident Commander based on the circumstances of the event. The Request Area and Release Gate will be used during the reunification process.

### Offsite

As with an onsite reunification process, the students must be contained ensuring a safe reunification process. Whether from another school site, a nearby church, or from an evacuation bus, the ERT must track the request and release of all students.

**SEE APPENDIX C FOR SITE REUNIFICATION PLAN**

# Shelter-In-Place

---

## Definition

Shelter-In-Place is a protocol used when environmental conditions outside necessitate occupants to get inside or remain indoors. This generally occurs during hazardous materials releases or wildfires.

## Notification

The Site Incident Commander is responsible for notifying the ERT when Shelter-In-Place is necessary.

The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container.

## Procedure

The Site Incident Commanders should:

- Direct staff to manually turn off heating, ventilation and air conditioning units (HVAC system).
- Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system.

The ERT should:

- Direct students, staff, and visitors that are outside to quickly go inside to the nearest room that has a lockable door;
- Quickly and safely ensure everyone is inside.

Staff should be instructed to:

- Prevent possible exposure from contaminated persons by locking all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe (confirm with Site Incident Commander).
- Take student, staff and visitor attendance and report missing occupants to the office by radio, telephone or e-mail.
- For some environmental emergencies, you may be instructed to seal air vents and gaps under doors and around windows.
- Monitor your e-mail for updates.
- If ordered into Shelter-in-Place by Fire Department, follow instructions given by department personnel.
- Remain in Shelter-in-Place until the All Clear notification.

## All Clear

The Site Incident Commander, in consultation with the First Responder Incident Commander, will determine when the All Clear can be announced. In the event the site is contaminated and an early dismissal of staff or students is necessary, the Site Incident Commander must coordinate the early dismissal with the Superintendent's Office.

# Secure Campus

---

## Incident/Threat Off Campus – School Takes Precautionary Measures

### Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured. Out of Lockdown, Secure Campus and Shelter In Place, Secure Campus will be the most common response action required from CVESD school sites. A school site may be placed on Secure Campus status if there is a barricaded suspect in a neighborhood home or if a law enforcement agency is conducting a search in a nearby house or business and out of an abundance of caution wants to ensure the safety of all students at the school site.

### Notification

The Site Incident Commander is responsible for notifying the School when Secure Campus is necessary.

The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System.

#### Procedures

- Calmly walk to or remain in school buildings.
- Lock all exterior doors.
- Close blinds.
- Continue the education process.
- Since Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day to day operations or if you see something suspicious or if an unknown individual tries to access your room.

### All Clear

The Site Incident Commander, in consultation with the First Responder Incident Commander, will determine when the All Clear can be announced.

The signal for ALL CLEAR is a verbal command (All Clear) using the P.A. System or alternative means such as a handheld megaphone.

# Lockdown

---

## THREAT OF VIOLENCE ON CAMPUS

See also Active Shooter and Other Active Assailant Procedures

### Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will put students and staff in jeopardy. It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

### Notification

The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus.

If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office. Circumstances may prevent regular communications with the classrooms.

All staff should put life safety as priority and only engage in communications if:

- They are in a secure area AND
  - Know where the threat is and/or can describe to law enforcement how get to the threat.
  - Can describe the perpetrator(s).
  - Are in dire need of medical services.
  - With someone in dire need of medical services.

### Procedure

#### Inside buildings:

If a lockdown at a CVESD site is announced:

- If safe, hold door open and direct as many students, staff and visitors in as possible.
- Note whether door opens IN or OUT. This is crucial in building a barricade.
- Build a defensible space within the classroom. Barricade the door if unable to lock. The room will need to be better barricaded if there is evidence that physical force is imminent.
- If safe, direct students to help in the classroom to:
  - Cover the windows
  - Turn-off/silent all cellular phones. Leave **one** cell phone accessible at all times for communication with law enforcement or administration. All others phones should not be used in order to cut down on phone traffic. The only reason individuals in the classroom should use a phone is to provide information on the following:
    - o Location of the perpetrator
    - o Can describe the perpetrator
    - o Someone in the area needs **immediate** medical assistance.
- Move away from windows
- Find items that can be used in self-defense/defense of yourself and others – and develop a plan to defend if the perpetrator enters the room
- If safe to do so, monitor email, texts and/or website for updated information.



Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door. If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity.

Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements.

#### **Outside buildings:**

- Staff will determine the best course of action, based on the location of the threat. Staff may:
- Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given.
- Run/Escapes off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them.

#### **Law Enforcement Call for Lockdown**

Law Enforcement may call the school to initiate a lockdown. In this case the most likely scenarios are:

- Law Enforcement are in pursuit of a suspect and the suspect is near/approaching a school or the suspect's whereabouts are unknown.
- A situation (issuing a warrant, armed robbery, hostage situation, etc.) is occurring or has occurred near the school and the situation is fluid and volatile.

If Law Enforcement calls for a lockdown, lock all doors. If possible, close blinds and/or get out of line-of site from any windows. Report anything suspicious to the front office, or if severe (i.e. see an individual with a weapon) Call 9-1-1 OR 9-9-1-1 from your phone.

Secretaries or school administration who make the announcement, should provide as much information as possible. For example, "Staff: this is a Lockdown. Lock all your doors. Chula Vista Police Department has asked us to lockdown as they are pursuing an individual nearby. Please lock all your doors and get out of line of site from windows. If you hear or see anything suspicious, please call the front office or 9-1-1 immediately. We will keep you updated. Please refrain from using your phones unless you see or hear something suspicious."

If Law Enforcement places the school on lockdown, officers or deputies will be assigned to the school. At this point, they will be able to better guide the school on proper protective actions and/or take the school down to a Secure Campus status. Follow all instructions from Law Enforcement.

#### **All Clear**

'**All Clear**' over the intercom is not used in Lockdown Situations. **Law Enforcement will clear the buildings.**

#### **Clearing the Buildings by Law Enforcement**

Occupants will remain in the building or secured area until further instructions are given by Law Enforcement. A systematic evacuation will be directed by Law Enforcement, requiring Reunification. The location of Reunification will be determined by Law Enforcement and depending on circumstances. It may be necessary for individual classrooms to be escorted to the Reunification Area by Law Enforcement.

# Drop, Cover, Hold on Procedure

---

## Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Following a major earthquake, buildings will be evacuated due to the potential dangers of resulting fires or structural damage. The following earthquake procedures pertain to this site.

## Notification

In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On.

During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System.

## Procedure

### Inside Buildings:

- Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least your head with book or other hard surface.
- Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person.
- Keep students in protected position for at least two minutes (following first aftershock) before assessing for damage or injuries.
- After the first aftershock, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation. Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris.

### Outside Buildings:

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

Extinguish any flames and turn off power to equipment and electrical appliances, if possible. If there is evidence of a gas leak, turn off gas valves.

Site should monitor your Emergency Radio (Channel 1) for possible updates and instructions from the District's Emergency Operations Center.

Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official.

Upon arrival of First Responders, the Site Incident Commander will coordinate damage assessment and decide upon a course of action to render the situation safe.

### **Bus Driver Protocol**

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances:

1. The driver should verbally instruct occupants to DUCK, COVER, HOLD ON.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. If the bus is disabled, stay in place until help arrives.
6. Contact Transportation Dispatch to report location and condition of students and the bus.
7. Transportation Dispatch will determine what additional appropriate notification(s) should be made and will brief the Superintendent's Office.
8. If a minor earthquake occurs while a bus is on a scheduled pickup or take-home run, the bus will temporarily stop until the driver can determine all is clear, then continue the regularly assigned route.
9. If a major earthquake occurs while a bus is on a run, the bus will stop picking up or dropping off students and as safety conditions allow, will go to the nearest school to await further instructions. Children waiting to be picked up by the bus or who have been dropped off at their stop should return home or go to an alternate safe address.
10. If it is impossible to return to school, proceed to the nearest designated site. Upon arriving at the site, notify Transportation Dispatch if possible. Remain with the children until further instructions are received from Transportation Dispatch.
11. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
12. The driver will account for all passengers throughout the emergency.

# All Clear

---

The Site Incident Commander, in consultation with the First Responder Incident Commander (if present), will determine when to issue the All Clear notification. This will take place via the intercom system and can be duplicate via email and School Messenger communications.

If the lockdown is the result of an active shooter or other intruder, classrooms will be instructed on an individual basis by Law Enforcement to unlock their doors. It will be necessary for Law Enforcement to search for evidence and possible accomplices. The term “All clear” should NOT be used over the PA system for a Lockdown situation.

# DISASTER SPECIFIC RESPONSE PROCEDURES

---

# Active Shooter and Other Active Assailants

---

## Definition

This procedure identifies how school sites/individuals should respond if there is an individual or individuals actively engaged in killing or attempting to kill people on campus. In most cases, active shooters use firearms(s), but can also use other weapons. Usually there is no pattern or method to their selection of victims. In the event of imminent danger on campus, the school site should activate Lockdown procedures and to into “options-based response” as outlined below (run/hide/fight, escape/barricade/defend, etc.).

## Notification

The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System OR when the threat of violence or gunfire is identified by individuals on campus. Anyone on campus can call for a lockdown if they determine there is an imminent threat of violence on campus. Lockdown also means that individuals move to “options-based response.”

## Procedure

In an Active Shooter or other Active Assailant event, the School Administration, will not be setting up incident command until after the incident is over. Law Enforcement will serve as the incident command in these events.

### Teachers and Staff Response:

Quickly determine the most reasonable way (option) to protect lives. Remember that students and visitors are likely to follow the lead of teachers, staff and managers during an active shooter situation.

Put three things between you/students and the shooter/assailant to decrease the likelihood of being injured. Do what you can to increase the Time, Distance & Shielding between you and the shooter/assailant. The following provides options for you to engage in, if there is an active shooter or other armed assailant at your site. You will need to do whatever you can to keep yourself and people in your care alive.

### Run /Escape/ Get Out (Time & Distance)

If there is an accessible escape path and it is your best option (you are on the playground or in a parking lot), attempt to leave the premises. Be sure to:

- Have an escape route and plan in mind.
- Help others escape, if possible, but leave regardless of whether other adults agree to follow.
- Leave your belongings behind.
- Prevent individuals from entering an area where the active shooter may be.
- Run in an unpredictable pattern and run from “shield” to “shield” (buildings, walls, etc.).
- If you must round a corner, look around the corner first with a mirror or get down low and look around the corner closer to ground (a shooter will expect people at eye level and may have gun raised to shoot at critical body mass).
- Keep your hands visible, in case law enforcement has arrived.
- Follow the instructions of any law enforcement.
- Do not attempt to move wounded people.
- Call 9-1-1 OR 9-9-1-1 when you are safe if:
  - o You can provide pertinent information for the law enforcement: the shooter’s identity, what he/she is wearing/looks like, where he/she is, etc.
  - o You or someone with you is in critical condition and needs immediate medical attention.

Remember that leaving a classroom may not be the best option if you do not know where the shooter is. Due to the layout of the school, it may sound like the gunfire is coming from one direction, but it could be coming from an entirely different direction.

### **Hide / Barricade / Deny (Time & Shielding)**

Find a place to barricade and/or hide where the active shooter is less likely to find you.

#### **Your hiding place should:**

- Be out of the active shooter's view.
- Provide protection if shots are fired in your direction.
- Not trap you or restrict your options for movement.
- Consider that in certain situations, hiding is NOT a good option. If you hide, hide strategically! Don't put 30 students in a bathroom and believe this is "hiding."

#### **Barricade to prevent an active shooter from entering your location:**

- Lock the door, if possible.
- Barricade the door with heavy furniture or with other "tools" at your disposal.
- Determine whether the door opens in or out. Doors that open in are easier to barricade, as you can stack heavy furniture in front of them, or even use a simple wedge (used to prop doors open) to jam the door shut. Doors that open out are not so easily barricaded, but putting furniture in front of the door will at least slow the shooter down.
- Be creative in barricading. There are options for barricading doors that open out. You can use belts, duct tape, shoestrings, rope, etc., to tie the handle of the door to something that remains stationary/solid in the room.

### **Fight / Defend / Overwhelm (Time)**

When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

At any point in the event, when running/escaping or hiding/barricading are no longer options:

- Hide behind large items (i.e., cabinets, desks) while developing a plan to defend yourself.
- Find items that can be used to defend yourself and others (improvise weapons) – and develop a plan to defend yourself if the perpetrator enters your immediate vicinity. Visualize your plan over and over, always visualizing a successful outcome for yourself and others.
- Remain quiet & calm.
- As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
  - o Acting as aggressively as possible against him/her.
  - o Throwing items at the attacker, while others attack him/her.
  - o Committing to your actions.
- Remember a gunman can only shoot a limited number of rounds if a classroom full of individuals are acting aggressively towards him/her. And moving targets are harder to hit than stationary targets.

## **Clearing the Buildings by Law Enforcement**

'All Clear' over the intercom is not used in Lockdown Situations.

### **Law Enforcement will clear the buildings.**

Occupants will remain in the building or secured area until further instructions are given by Law Enforcement. A systematic evacuation will be directed by Law Enforcement, requiring Reunification. The location of Reunification will be determined by Law Enforcement and depending on circumstances. It may be necessary for individual classrooms to be escorted to the Reunification Area by Law Enforcement.

# Air Pollution

---

## Definition

The San Diego Air Pollution Control District continuously monitors the ambient air in the San Diego Air Basin and shall take action to prevent air pollution concentrations from reaching levels which could endanger or cause significant harm to the public health, or to abate such concentrations should they occur, and to notify the public.

## Notification

If pollutant levels reach prescribed levels triggering an “episode” declaration, school districts in the San Diego Air Basin will be notified as outlined in the San Diego Air Pollution Emergency Plan Implementation Procedures. The Site Incident Commander will announce over the P.A. System a “Rainy Day Schedule” when the Air Quality Index is higher than Moderate as defined below.

## Procedure

Specific actions based on the severity of the episode will be provided to each school district in the affected area.

<u>Air Quality</u>	<u>Index</u>	<u>Protect Your Health</u>
Good	0-50	No health impacts are expected when air quality is in this range.
Moderate	51-100	Unusually sensitive people should consider limiting prolonged outdoor exertion.
Unhealthy for Sensitive Groups	101-150	Active children and adults, and people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
Unhealthy	151-200	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
Very Unhealthy (ALERT)	201-300	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else, especially children, should limit outdoor exertion.



# Aircraft Crash

---

## Definition

This procedure addresses situations involving an aircraft crash on or in proximity to District property. If a crash results in a fuel or chemical spill on District property, refer to Biological or Chemical Release procedure.

## Notification

Upon impact, the occupants should duck, cover, hold on. The Site Incident Commander will determine the nature and location of the damage, and determine the appropriate emergency action (Onsite Evacuation, Shelter-in-Place, or Offsite Evacuation).

## Procedure

1. Call 9-1-1 or 9-9-1-1 and provide the exact location (e.g., building or area) and nature of emergency.
2. If on school property, the Site Facility Check & Security will secure the crash area to prevent unauthorized access.
3. If conditions allow, the Site Incident Commander will direct personnel to organize fire suppression activities until the First Responders arrive.
4. Call the Superintendent's Office and, if possible, call the Director of Communications and Community Development with information on this situation, as appropriate.
5. If outdoors, keep individuals a safe distance from debris and smoke. Do not remain downwind from a burning plane. CAUTION: Always avoid power or utility lines.
6. Go to a clear area at least 500 feet from any affected building, debris and crash site. Do not touch or move any debris.
7. Keep streets and walkways clear for emergency vehicles. Keep calm.
8. Render first aid as necessary.
9. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander issues authorization to do so.
10. The District Crisis Counseling Coordinator will convene onsite and begin the process of counseling and recovery as appropriate.

# Animal, Insect or Reptile Disturbance

---

## Definition

This procedure should be implemented when the presence of an invasive animal, insect or reptile threatens the safety of occupants.

## Notification

- Contact the Main Office who will notify the Site Incident Commander.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. Upon discovery of an invasive animal, insect or reptile, staff members will attempt to isolate the creature, if it is safe to do so. If the creature is outside, students will be kept inside (conduct a Shelter-In-Place). If the creature is inside, students will remain in an area away from the creature. Then, close the doors.
3. If additional outside assistance is needed, the Site Incident Commander will call “911” or Animal Control, and provide the location of the creature and nature of emergency.
4. If an occupant is injured, the School Nurse, the parent(s) (if appropriate), and Risk Management will be notified.

# Barricaded Suspect(S) and Hostage Situations

---

## Definition

One of the most difficult situations confronting the police is a barricaded suspect(s) and hostage situations. The prime ingredients for success in such a situation are to be calm, patient, and analytical of each action prior to taking it. This process is to provide guidelines for campus personnel in dealing with a barricaded suspect(s) or hostage situations on campus. Please note that in a barricaded suspect situation, with or without hostages, schools should lockdown, and then follow any law enforcement instructions. If a hostage situation arises, and no shots have been fired and no physical harm has come to individuals, it is not considered an “active shooter/active assailant” situation, so the hostages should consider the actions listed below in the section titled: If in a Classroom or Office Taken Hostage

## Notification

The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System OR when the threat of violence or gunfire is identified by individuals on campus. Anyone on campus can call for a lockdown if they determine there is an imminent threat of violence on campus. Lockdown also means that individuals move to “options-based response.”

## Barricaded Suspect(s) Procedure

1. DO NOT pull fire alarm.
2. Lock or barricade doors.
3. Turn off lights.
4. Close blinds.
5. Block windows.
6. Call 9-9-1. Identify your site and exact location. Do not hang up on the dispatcher until told to do so. Provide the following information:
  - a. The exact location of the barricaded suspect;
  - b. Description of suspect(s), type of weapon or explosive device and number of hostages (if any), number of known injured or killed;
  - c. Location and type of building, number of exits;
  - d. Possible location of suspect(s) (front or side window, roof, office, classroom.);
  - e. Whether any shots were fired by the suspect(s);
  - f. Any demands, information supplied by suspect(s).
7. Keep calm, quiet, and out of sight.
8. To protect yourself from possible gunfire, take cover behind thick desks, along concrete walls, and against filing cabinets.
9. Turn off or put on vibrate mode cell phones.
10. Leaving a secured area:
  - a. Consider risks before leaving.
  - b. Remember, the barricaded suspect may be looking for “targets of opportunity” and generally will need to be stopped by an outside force.

## Hostage Situation Procedures

1. Call for LockDown.
2. Call 9-9-1. Identify your site and exact location.
3. While waiting for law enforcement, notify Superintendent’s Office and Facilities staff.
4. Do not use words such as “hostage,” “captives,” or “negotiate” within the presence of the hostage taker or media.
5. Stay Calm.
6. Do not be confrontational.
7. Do no challenge the suspect(s).

## **If in a Classroom or Office Taken Hostage:**

1. Obey the suspect's commands. Do not argue or fight.
2. Go into a rest mode. Be passive--tending to display a more restful or sleepy behavior as opposed to being active. Try to calm the suspect and listen to complaints or demands.
3. Do not use words such as "hostage," "captives," or "negotiate" within the presence of the hostage taker or media.
4. Keep the students calm and do not allow them to agitate the suspect.
5. Ask permission of the suspect in all matters.
6. Make an effort to establish rapport with suspect. Provide your first name. Find out his or her first name and use first names; if possible refrain from using the students' names, throughout the conversation. Refer to the hostage(s) as men, women and students. (This will help personalize the hostage or hostages as people rather than objects.)
7. Encourage suspect to release everyone.
8. If possible, keep all Radios, Television Sets, and Computers turned off. If possible and without increasing risk to yourself, minimize any possibility that the suspect can hear or see News Reports. (The suspect's hearing or seeing news reports could escalate the situation and keeping these devices off may help the situation.)
9. Be observant of everything you see and hear. Try to memorize the number of captors, their descriptions, conversations, weapons carried and any other distinctive items. Try to memorize the number and identities of other hostages. You may be released and your information will help the police.
10. Be calm, patient, and wait for help. Remember that the average hostage incident lasts approximately from six (6) to eight (8) hours and the average barricade incident lasts approximately three (3) hours. Time is on your side.
11. Based on the situation and the age of the suspect, anticipate at the point of rescue that all "possible suspects" in the room will be handcuffed by the police department. The police will then make a positive identification of the suspect and release the victims.
12. Have a plan to defend yourself and students, if suspect starts shooting or killing.

## **Custodial/Facilities and Information Technology shall immediately:**

If safe to do so, dispatch to assist the Law Enforcement:

1. Electronic technicians for the campus sites' telephones, intercom, cable TV and internet;
2. Employees familiar with the campus site layout;
3. The locksmiths for buildings and gates;
4. Blueprints showing electrical lines, plumbing, phones, air conditioning and heating ducts, gas lines, attic access and roof access for all buildings and a detailed location of doors and windows, and the types of locks used.

## **When The Police Arrive, Incident Command Should Provide:**

1. A detailed map of the campus;
2. Information on any chemicals or dangerous equipment that may be in the room with the suspect.
3. If the suspect is known, gather records and personal information. Records on hostage(s) may also be helpful;
4. A room either at the site or a similar site that would replicate the hostage classroom. If possible, an individual (faculty member or maintenance staff) who is familiar with the hostage room.
5. The police department will be in charge once they arrive. Follow directions.

## **Bus Procedures**

Bus Driver and Adults on bus:

If you must stop your bus because of unusual conditions such as a tree or vehicle blocking the road, radio this information with your location to the dispatcher immediately. This might be the start of a potential hijacking/hostage situation.

1. Do not be a hero. Accept your situation and be prepared to wait.
2. The first 15 to 45 minutes are the most dangerous for all concerned. Follow the instructions of your captors. The longer you are together, the less likely the captors will hurt you.
3. Do not speak unless spoken to and only if necessary. Try to be friendly but not phony.
4. Try to get rest. Sit if you can. If the situation goes on for a long period of time, try to sleep if you can.
5. Do not make suggestions to the hostage taker. If your suggestion goes wrong, he may think you planned it that way.
6. Do not try to escape unless you are absolutely sure you can make it, and even then re-think it before you try.

7. If anyone needs special medication, inform your captors.
8. Be observant of everything you see and hear. Try to memorize the number of captors, their descriptions, conversations, weapons carried and any other distinctive items. Try to memorize the number and identities of other hostages. You may be released and your information will help the police.
9. If you are permitted to speak on the phone, be prepared to answer "yes" or "no" to questions asked by police.
10. Do not be argumentative with captors or other hostages. Put forth a cooperative attitude.
11. Do not turn your back on your captors unless directed to do so; but do not stare at them either. Eye contact can be good. People are less likely to harm someone at whom they are looking.
12. Be patient. Even though the police may appear to be doing nothing, they are engaged in a program designed to rescue you unharmed as soon as possible.

# Biological or Chemical Release

---

## Definition

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools, may include an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby industrial facility.

The following indicators may suggest the release of a biological or chemical substance:

- Salivation
- Watery eyes (Lacrimation)
- Having trouble breathing
- Twitching
- Choking or loss of coordination
- Uncontrolled urination/defecation
- Gastrointestinal upset or vomiting
- Miosis (constriction of the pupils) – possible indicator of nerve agent release
- Other indicators may include the presence of distressed animals or dead birds

## Notification

- Contact the Main Office who will inform the Site Incident Commander.

## Procedure

This procedure deals with three possible scenarios involving the release of biochemical substances:

- Substance released inside a room or a building
- Substance released outdoors and onsite
- Substance released in surrounding community

### Scenario 1: Substance Released Inside a Room or Building

1. The Site Incident Commander will initiate appropriate action, possibly including an isolated evacuation of the impacted room or building, or a campus-wide evacuation.
2. The Site Incident Commander will call 9-1-1 or 9-9-1-1 and the Superintendent's Office and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. If an Evacuation is initiated, ERT staff members should be positioned in advance to re-direct occupants to alternate safe routes to an Evacuation Area that is located upwind of the affected room or building.
4. Occupants from the affected "contaminated" room need to be isolated from the rest of the school population.
5. The Site Incident Commander will instruct the Site Facility Check & Security to isolate and restrict access to potentially contaminated areas. **Caution: unless the hazardous material is known and the staff member is properly equipped and trained to manage the substance, then wait for the First Responders.**
6. If properly equipped and trained to manage the substance, the Site Facility Check & Security will turn off local fans in the area of the release, close the windows and doors, and shut down the building's HVAC. The HVAC at many sites can be controlled centrally through Facilities.
7. Discuss decontamination protocols with First Responders. Generally, persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid & Medical Team should assess the need for medical attention.

8. The Evacuation Area Attendant will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Evacuation Area Attendant will provide the list to the Site Incident Commander and the emergency response personnel.
9. The Site Incident Commander will complete the **Biological and Chemical Release Response Checklist -- Appendix A.**
10. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander give authorization to do so.

### Scenario 2: Substance Released Outdoors and Onsite

1. The Site Incident Commander will initiate appropriate action, perhaps including Shelter-in-Place.
2. The Site Incident Commander will call 9-1-1 or 9-9-1-1 and the Superintendent's Office and will provide the exact location and nature of emergency.
3. If safe to do so, the Site Facility Check & Security will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
4. Discuss decontamination protocols with First Responders. Generally, persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid & Medical Team should assess the need for medical attention.
5. The Evacuation Area Attendant will collect a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The staff assigned to the Evacuation Area will provide the list to the Site Incident Commander and the First Responders.
6. The Site Incident Commander will complete the **Biological and Chemical Release Response Checklist -- Appendix A.**
7. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander gives authorization to do so.

### Scenario 3: Substance Released in Surrounding Community

1. The Site Incident Commander will initiate appropriate action, perhaps including Shelter-in-Place.
2. The Site Incident Commander will call 9-1-1 or 9-9-1-1 and the Superintendent's Office and will provide the exact location and nature of emergency.
3. First Responders will determine if a potentially toxic substance has been released to the atmosphere, and will instruct the Site Incident Commander to initiate Shelter-in-Place or Evacuation to an offsite location.
4. Occupants located outdoors will be notified and should proceed as directed. If ordered to Shelter-in-Place, follow the Shelter-in-Place Procedure. If ordered to Evacuate, follow the Evacuation Procedure.
5. The Site Incident Commander will complete the **Biological and Chemical Release Response Checklist -- Appendix A.**
6. The Site Incident Commander will turn on a radio or television station to monitor information concerning the incident.

# Bomb Threat or Suspicious Package

---

## Definition

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call or written message that may present a risk of an explosion. All bomb threats must be taken seriously until they can be assessed. The principal/site incident commander is primarily responsible for assessing the threat, taking into account all available information and the **CVESD Bomb Threat Spectrum and Response Options** (DO NOT DISTRIBUTE document). Any decision to evacuate rests with the principal/site incident commander; the law enforcement will offer guidance if a device is located, law enforcement or fire personnel will take command of the incident.

## Notification

- If you receive a verbal bomb threat, see Procedure item #2 below.
- If you see a suspicious package, receive an email threat or see any type of written threat, contact the Main Office.
- Warning: As there is a slight risk that detonating devices may be activated by radio waves, use of two-way radios and cell phones should be avoided within 300 feet of the building or suspected location of any explosive device, unless absolutely necessary to facilitate urgent communications.

## General Procedures

1. The Site Incident Commander will initiate appropriate action.
2. **Telephone Threats.** The person receiving the call should:
  - a. Listen. Do not interrupt caller.
  - b. Attempt to keep the caller on the telephone as long as possible with statements such as “I am sorry, I did not understand you? What did you say?”
  - c. Alert someone else to call 9-1-1 or 9-9-1-1 – telling the operator: “This is [say name] from [say school]. We are receiving a bomb threat on another line. The number of that line is [say phone number].”
  - d. Alert someone else to notify the telephone company to trace the call while the caller is on the line.
  - e. Notify site administrator as soon as possible.
  - f. Complete the Bomb Threat Checklist.
3. **Electronic (e-mail and web site received) Threats.** The person accessing the threat shall:
  - a. Save the message on the system; DO NOT delete the item.
  - b. Notify principal or site administrator ASAP.
  - c. Print copies of the message to turn over to the Law Enforcement and to District Information Technology and others who may require them.
4. **Written threats.** The person receiving the written threat shall:
  - a. Notify the principal or site administrator ASAP.
  - b. Preserve evidence for law enforcement.
  - c. If written threat, place note in paper envelope to preserve fingerprints.
  - d. If the threat is written on a wall, photograph it.
5. **Suspicious Item Found.**
  - a. No attempt should be made to investigate or examine the object.
  - b. Keep all students and staff away from device. Secure other staff members to help if necessary.
  - c. Report it to main office immediately
  - d. *The Site Incident Commander will:*
    - i. Notify 9-1-1 or 9-9-1-1, if not previously notified, and provide the exact location (e.g., building, room, area) of the potential bomb, if known; and
    - ii. Notify the Superintendent’s Office.
6. Do not resume school activities until the effected buildings have been inspected by proper authorities and determined to be safe. The Site Incident Commander will notify the campus of All Clear when appropriate.



7. After the incident is over, the Site Incident Commander will complete Section II of the Bomb Threat Report - Appendix A.

### Principal/Site Administrator Actions

1. Notify local law enforcement ASAP.
2. Notify the Superintendent's Office, Emergency Preparedness & Security Manager, or Director of Communications.
3. If the caller is still on the phone, contact the phone company to **trace the call**. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in.
4. **DO NOT** automatically evacuate or sound any alarms that could cause panic and accidental evacuation prior to a careful assessment with law enforcement.
5. Consider moving campus to **SECURE CAMPUS** if further physical control is deemed necessary.
6. **Assess** the threat's credibility with law enforcement (see Bomb Threat Spectrum and Response Options)

### Search Team Actions

1. Avoid transmitting radio or mobile devices near any place a bomb could be hidden. At a bare minimum, be over 25 feet from any unobservable location if transmitting is absolutely necessary.
2. Use a systematic, rapid and thorough approach to search the building and surrounding areas.
3. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
4. If a suspicious item is found, make no attempt to investigate or examine object.

### Staff Actions

1. If directed to move to Secure Campus, keep calm and continue education routine within locked buildings. Be aware of student anxieties and help keep students calm and on task.
2. If evacuations are directed on-site or off-site, follow all directions from law enforcement and school administration regarding permissible belongings, routes and accountability.
3. Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
4. Do NOT return to the building until emergency response officials determine it is safe.

# Bomb Threat Checklist

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

[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)

Copies should be available at all stations (clerical staff) where incoming calls are received. The checklist should be completed by the person taking the call. If classroom phones can receive incoming calls, consider placing one at each classroom phone.

## BOMB THREAT CALL PROCEDURES

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

**If a bomb threat is received by phone:**

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

**If a bomb threat is received by handwritten note:**

- Call \_\_\_\_\_
- Handle note as minimally as possible.

**If a bomb threat is received by email:**

- Call \_\_\_\_\_
- Do not delete the message.

**Signs of a suspicious package:**

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

**DO NOT:**

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

## WHO TO CONTACT (select one)

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

## BOMB THREAT CHECKLIST

Date:  Time:

Time Caller Hung Up:  Phone Number Where Call Received:

### Ask Caller:

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

### Exact Words of Threat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Information About Caller:


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

<b>Caller's Voice</b> <input type="checkbox"/> Accent <input type="checkbox"/> Angry <input type="checkbox"/> Calm <input type="checkbox"/> Clearing throat <input type="checkbox"/> Coughing <input type="checkbox"/> Cracking voice <input type="checkbox"/> Crying <input type="checkbox"/> Deep <input type="checkbox"/> Deep breathing <input type="checkbox"/> Disguised <input type="checkbox"/> Distinct <input type="checkbox"/> Excited <input type="checkbox"/> Female <input type="checkbox"/> Laughter <input type="checkbox"/> Lisp <input type="checkbox"/> Loud <input type="checkbox"/> Male <input type="checkbox"/> Nasal <input type="checkbox"/> Normal <input type="checkbox"/> Ragged <input type="checkbox"/> Rapid <input type="checkbox"/> Raspy <input type="checkbox"/> Slow <input type="checkbox"/> Slurred <input type="checkbox"/> Soft <input type="checkbox"/> Stutter	<b>Background Sounds:</b> <input type="checkbox"/> Animal Noises <input type="checkbox"/> House Noises <input type="checkbox"/> Kitchen Noises <input type="checkbox"/> Street Noises <input type="checkbox"/> Booth <input type="checkbox"/> PA system <input type="checkbox"/> Conversation <input type="checkbox"/> Music <input type="checkbox"/> Motor <input type="checkbox"/> Clear <input type="checkbox"/> Static <input type="checkbox"/> Office machinery <input type="checkbox"/> Factory machinery <input type="checkbox"/> Local <input type="checkbox"/> Long distance	<b>Threat Language:</b> <input type="checkbox"/> Incoherent <input type="checkbox"/> Message read <input type="checkbox"/> Taped <input type="checkbox"/> Irrational <input type="checkbox"/> Profane <input type="checkbox"/> Well-spoken
--	--	--

**Other Information:**

\_\_\_\_\_

\_\_\_\_\_



## Homeland Security

# Disorderly Conduct

---

## Definition

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to the Lockdown Procedure in this Plan.

## Notification

- Contact the Main Office.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. If an immediate threat is not clearly evident, the Site Incident Commander or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations and do not engage in any type of physical confrontation.
3. The Site Incident Commander will call local law enforcement and provide the exact location and nature of the incident. If determined to be appropriate, the Site Incident Commander will call “911”.
4. If the perpetrator is a student, every attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

# Earthquake

---

## Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Following a major earthquake, buildings will be evacuated due to the potential dangers of resulting fires or structural damage. The following earthquake procedures pertain to this site.

## Notification

In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On.

## Procedure

### Inside Buildings:

- Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least your head with book or other hard surface.
- Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person.
- Keep students in protected position for at least two minutes (following first aftershock) before assessing for damage or injuries.
- After the first aftershock, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation (fire alarm) notification. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation. Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris.

### Outside Buildings:

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

Extinguish any flames and turn off power to equipment and electrical appliances, if possible. If there is evidence of a gas leak, turn off gas valves.

Site should monitor your Emergency Radio (Channel 1) for possible updates and instructions from the District's Emergency Operations Center.

Classrooms should not be reoccupied until authorized building inspectors can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official.

Upon arrival of First Responders, the Site Incident Commander will coordinate damage assessment and decide upon a course of action to render the situation safe.

## Bus Driver Protocol

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances:

1. The driver should verbally instruct occupants to DUCK, COVER, HOLD ON.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. If the bus is disabled, stay in place until help arrives.
6. Contact Transportation Dispatch to report location and condition of students and the bus.
7. Transportation Dispatch will determine what additional appropriate notification(s) should be made and will brief the Superintendent's Office.
8. If a minor earthquake occurs while a bus is on a scheduled pickup or take-home run, the bus will temporarily stop until the driver can determine all is clear, then continue the regularly assigned route.
9. If a major earthquake occurs while a bus is on a run, the bus will stop picking up or dropping off students and as safety conditions allow, will go to the nearest school to await further instructions. Children waiting to be picked up by the bus or who have been dropped off at their stop should return home or go to an alternate safe address.
10. If it is impossible to return to school, proceed to the nearest designated site. Upon arriving at the site, notify Transportation Dispatch if possible. Remain with the children until further instructions are received from Transportation Dispatch.
11. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
12. The driver will account for all passengers throughout the emergency.

# Explosion / Risk of Explosion

---

## Definition

This section addresses three possible scenarios involving an Explosion/Risk of Explosion:

- Explosion on school property;
- Risk of explosion on school property;
- Explosion or risk of explosion in a surrounding area;

## Notification

- Contact the Main Office.
- Site Incident Commander will call 9-1-1 or 9-9-1-1 and the Superintendent's Office.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. It is necessary to first determine which scenario listed below applies and then implement the appropriate response procedures.

### **Risk of Explosion on School Property**

1. When First Responders determine an appropriate action, the Site Incident Commander will follow their directive.

### **Explosion on School Property or Surrounding Area**

- In the event of an explosion, all persons should initiate Duck, Cover, Hold On.
- The Site Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
- If safe to do so, staff should attempt to suppress small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- When First Responders determine it is safe to enter affected areas, the Site Incident Commander will advise the Search & Rescue Team to initiate search and rescue activities.
- Any areas affected by the explosion will not be reopened until First Responders provide clearance and the Site Incident Commander gives authorization to do so.

# Fire

---

## Definition

### Fire on School Grounds

Fires often occur without notice and can spread quickly if not addressed. This procedure addresses situations where a fire is discovered on school grounds. Generally, an Evacuation will be initiated to avoid potential dangers of burns and smoke inhalation. A quick response to this situation is very important to prevent injuries and further property damage. In certain cases, it may be necessary to evacuate only certain portions of the campus or to evacuate using an alternate route. See below for specific protocols.

### Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

## Notification

### School Grounds

Upon confirmation of a fire on campus, Call 9-1-1 OR 9-9-1-1 and notify the occupants to Evacuate (fire alarm). In the event evacuees will pass too close to the impacted area, the Site Incident Commander should pre-position ERT members to redirect evacuees to a safer evacuation route. Teachers and staff will initiate the fire alarm and report fire to main office.

### Surrounding Area

Upon confirmation of a fire in a surrounding area, contact the Superintendent's Office. If possible, coordinate with First Responders to determine whether or not there is a need for action (e.g. Offsite Evacuation, Shelter-in-Place). If it is deemed necessary to do an Offsite Evacuation, be sure to keep the direction flow of the wind in mind.

## Procedure

### Fire on School Grounds

1. The Site Incident Commander will initiate appropriate action.
2. Upon discovery of a fire, teachers or staff will report the fire to the Main Office.
3. The Site Incident Commander will verify the existence of the fire. The Site Incident Commander will call "911" and the Superintendent's Office with the exact location (e.g., building, room, area) of the fire. If phone service is unavailable, the Site Incident Commander will use the Emergency Radio to relay the request for 911. Next, the Site Incident Commander will assess the safety of using the pre-determined Onsite Evacuation Routes and Destination. Notify the campus to Evacuate (fire alarm) and pre-position ERT members to re-direct occupants from danger, as necessary.
4. Staff, students, and visitors will evacuate buildings using the prescribed or alternate routes, as directed by the ERT.
5. In the event of an Evacuation, teachers will bring their student attendance roster and classroom backpacks. Take attendance again once you reach the Evacuation Area. Inform the Evacuation Area Attendant of any "missing".
6. If conditions allow, an ERT member will stand inside the fire access gates to direct responding fire personnel to the location of the fire. Site Facility Check & Security will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Site Facility Check & Security will notify the appropriate utility companies of damage.
8. If needed, the Logistics Section will notify Transportation Dispatch to request buses for an Offsite Evacuation.
9. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander issues authorization to do so.
10. Following a fire on site, the decision to reopen will be made by the Principal and the Superintendent.

11. All fires extinguished by school personnel should be inspected by the Fire Department to ensure that the fire is actually out.

### **Fire in Surrounding Area**

1. The Site Incident Commander will initiate appropriate action.
2. The Site Incident Commander will notify 9-1-1 or 9-9-1-1 and the Superintendent's Office with the location and nature of emergency. If phone service is unavailable, use your Emergency Radio to relay the request for 911.
3. The Site Incident Commander will instruct the Site Facility Check & Security to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Site Incident Commander will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If it is necessary to evacuate the site, the Site Incident Commander will use the P.A. System or handheld megaphone to notify an Offsite Evacuation. Evacuees should proceed to the pre-designated Offsite Evacuation location. Should an alternative location be deemed necessary, ERT members should be pre-positioned to re-direct evacuees to the new location.
6. In the event Shelter-in-Place is deemed to be the most appropriate action, the Site Incident Commander will notify "Shelter-in-Place" using the P.A. System.
7. The Site Incident Commander will keep a battery-powered radio tuned to a local radio station for emergency information.
8. The Site Incident Commander will notify the Superintendent's Office of the emergency situation. The Communications Officer will assist the Site Incident Commander in communicating with parents via SchoolMessenger and/or other communication tools as necessary.
9. If needed, the Site Incident Commander will use the Emergency Radio to request buses for staff and student Evacuation.

### **Fire on Bus**

Bus drivers must take immediate action to minimize threat to themselves and their passengers in the event of a fire.

At the first indication of a possible fire, the bus driver must:

1. Park the bus in a safe location that will be minimally affected by the fire. For example, a clear area is preferable to a grassy area that might catch fire.
2. Set the emergency brake and turn off the ignition.
3. Radio the dispatcher giving location, number of children and intentions for action. Before leaving the bus, hang the microphone outside the window for communication without re-entering the bus.
4. Evacuate the bus immediately, and call 9-1-1 from a cell phone.
5. Remove the First Aid Kit and the Fire Extinguisher(s) from the bus. Toss them outside if you are unable to carry them off.
6. When all children are safely off the bus, and if the fire is controllable, and if safe to do so attempt to extinguish. Do not endanger yourself or passengers.
7. Check for injuries and provide appropriate first aid.
8. The driver will account for all passengers throughout the emergency.

The Site Incident Commander will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.

### **Wheelchair on Bus**

A fire on a wheelchair bus poses the greatest threat because students in wheelchairs depend on the driver to get them off the bus. Drivers of wheelchair buses will take the following actions in addition to those cited above:

1. Lower the lift halfway down and use it as a step to enter and exit the bus.
2. Remove the students from their wheelchairs and carry or drag them off the bus.
3. Only brittle boned students or those on life support systems attached to their chairs should be evacuated in their wheelchairs. Cut the seat belts or the hold down straps with the on-board belt cutter.
4. Group the students outside at the closest safe point that will let you expeditiously unload the bus. Take students a safe distance from the bus. Empty the bus as rapidly as possible.



5. Instruct walkers to accompany you, if safe, while you take the wheelchair students off the bus.
6. Request any other adults to assist.

# Flooding

---

## Definition

This procedure applies whenever storm water or other sources of water or sewer inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

## Notification

1. Contact the Main Office.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. The Site Incident Commander will notify 9-1-1 or 9-9-1-1 when people are in danger and notify the Superintendent's Office with the nature and extent of the flooding.
3. The Site Incident Commander will keep a battery-powered radio tuned to a local radio station for information.
4. If the Site Incident Commander issues an order for Evacuation, occupants will evacuate affected buildings using prescribed routes or other safe routes to the Evacuation Area.
5. If warranted by changes in conditions, the Site Incident Commander will initiate an Offsite Evacuation.
6. As appropriate, the Site Incident Commander will activate "SchoolMessenger."

## Bus Driver Protocol

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

1. DO NOT drive through flooded streets and/or roads, or cross damaged bridges or overpasses.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, stay in place until help arrives.
4. Contact Transportation Dispatch to report location and condition of students.
5. Transportation Dispatch will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.
6. The driver will account for all students and staff throughout the emergency.

# Loss or Failure of Utilities

---

## Definition

This procedure addresses situations involving a loss of water, power, sewer, gas or other utility on school grounds.

## Notification

- Contact the Main Office.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. If water, gas or an electrical line is broken, an effort should be made to turn off water or power to the affected area.
3. The Site Incident Commander will notify the Facilities Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Site Incident Commander.
4. The Site Incident Commander will notify the Superintendent's Office of the loss of utility service.
5. The Facilities Department, working with the Site Incident Commander, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion procedure.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

## Loss of Water - Operational Checklist

The following are concerns that need to be addressed at a school that has lost its water supply. These are operational items and many can be easily solved if the school has adequate emergency supplies.

### Bathrooms

You can make a regular toilet work by pouring a bucket of water in it from an external source. It will take about half a bucket or 2+ gallons. Or, as an alternate to a toilet, a 10 lb. box of Kitty Litter (clumping with odor control) can be used in a bucket or plastic box large enough to sit on. After each individual use, the refuse must be removed and disposed of properly (in a trash can). Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies or waterless hand cleaner or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

If Porta-Potties are delivered, make sure that there are also hand cleaning stations set up.

### Cafeteria

To keep the cafeteria open, staff members must have clean water to wash hands and clean surfaces. If you pump water from the emergency water barrels into a plastic water carrier from an external source, you can take that to the kitchen and they can use the water at their sink. If they need hot water, they can heat it.

### Drinking Water

Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches. Additional water can be distributed in cups or individual bottles/pouches, depending on availability of external sources.

### Fire Suppression

The fire code requires that, if the automatic fire sprinklers are disabled for any reason, you must post a Fire Watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the Fire Watch shall be knowledgeable of the Fire Watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the Fire Watch at the following numbers:

<b>Bonita-Sunnyside Fire Department</b>	<b>619-479-2346</b>
<b>Chula Vista Fire Department</b>	<b>619-691-5055</b>
<b>San Diego Fire Department</b>	<b>619-533-4300</b>

Only the Fire Department can authorize a school to go off Fire Watch. Schools will need to save and document all contacts with the Fire Department to insure they followed the Fire Code.

### **Other Concerns**

The nurse may also ask for water to wash hands. It may be possible to use waterless hand cleaner but water may still be needed for cleaning wounds, etc. Water can be pumped into a container for use at the sink in the Health Office.

### **Loss of Power – Operational Checklist**

The following are concerns that need to be addressed at a school that has lost electrical power.

#### **Lights**

More and more classrooms are putting together emergency kits for events like secure campus, etc. These kits typically include flashlights. Often, during power outages, it is common practice to have the students remain in the classrooms where they are safe and continue without electricity.

Almost all schools have emergency lights on battery backup. These lights will allow students, staff, and visitors to safely exit the building if it is dark inside. These lights light the hallways, stairwells and exit signs.

#### **Phone System**

In an emergency, each school has a fax machine on a separate, direct, outside line. In the event of a power outage, this line will still work and schools are asked to have a separate single line handset ready to plug into this line for use in an emergency. In the event of a major disaster, such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

#### **Fire Alarms**

The fire alarms and notification systems at a school without power will work but only for 1 hour on battery backup.

#### **Food Service**

The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through lunch, immediately contact the CNS Program Manager.

#### **Elevators**

If the school site has an elevator, verify that no one is stuck on the elevator. If someone is stuck on the elevator, call 9-1-1 or 9-9-1-1 and have someone stay near elevator to talk to individual(s) on elevator to keep them calm.

# Motor Vehicle Crash

---

## Definition

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to District property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release Procedure. If a crash results in a utility interruption, refer to Loss or Failure of Utilities Procedure.

## Notification

- Contact the Main Office.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. If there are any injuries, immediately call “911”.
3. Contact the Superintendent’s Office to provide the exact location (e.g., building, area) and nature of accident. Also contact the Communications Officer with information on this situation.
4. If the crash occurs onsite, the Site Facility Check & Security Team will secure the crash area to prevent unauthorized access.
5. The First Aid & Medical Team will check for injuries to provide appropriate care.
6. Any affected areas will not be reopened until the First Responders provides clearance and the Site Incident Commander issues authorization to do so.

## Bus Driver Protocol

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

## Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Contact the Transportation Dispatch to report location and condition of students.
6. Transportation Dispatch will contact “911” and the Superintendent’s Office and provide exact location of the bus and wait for arrival of emergency responders.
7. The Site Incident Commander will determine what additional appropriate notification(s) should be made and will brief the Superintendent’s Office.
8. Stay with the disabled bus until help arrives.
9. The driver will account for all passengers throughout the emergency.

# Psychological Trauma

---

## Definition

Crisis management at CVESD specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

## Notification

Site Incident Commander should contact the District's Director of Special Education & Pupil Services to determine the need for a District Crisis Team.

## Procedure

1. Prior to the arrival of the District's Critical Incident Stress Management Team, the Site Incident Commander will involve the First Aid & Medical Team Leader about providing temporary assistance.
2. The District's Crisis Team will assess the range of crisis intervention services needed during and following an emergency.
3. The First Aid & Medical Team will assist the District's Crisis Team, as practical.
4. If there is a need for additional assistance, the Site Incident Commander will notify the Superintendent's Office.
5. The District's Crisis Team will advise and assist the Site Incident Commander to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, all members of the ERT will limit exposure to scenes of trauma, injury and death.
7. The District's Crisis Team will provide ongoing assessment of needs and follow-ups services as required.

# Suspected Contamination of Food or Water

---

## Definition

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

## Notification

- Contact the District's Director of Child Nutrition Services and the Executive Director of Student, Family & Community Services & Support.

## Procedure

1. The Site Incident Commander will take appropriate actions.
2. The Site Incident Commander will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
3. The Site Incident Commander will notify local law enforcement and the Superintendent's Office.
4. The Site Incident Commander will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
5. The Site Incident Commander will confer with the County Department of Health Services before the resumption of normal operations.
6. The Site Incident Commander will notify parents of the incident, as appropriate.

# Threat of Violence

---

## Definition

This procedure should be followed if site personnel receive a threat (other than a bomb threat) that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The Site Incident Commander should ensure all threats are properly assessed.

## Notification

- Contact Main Office

## Procedure

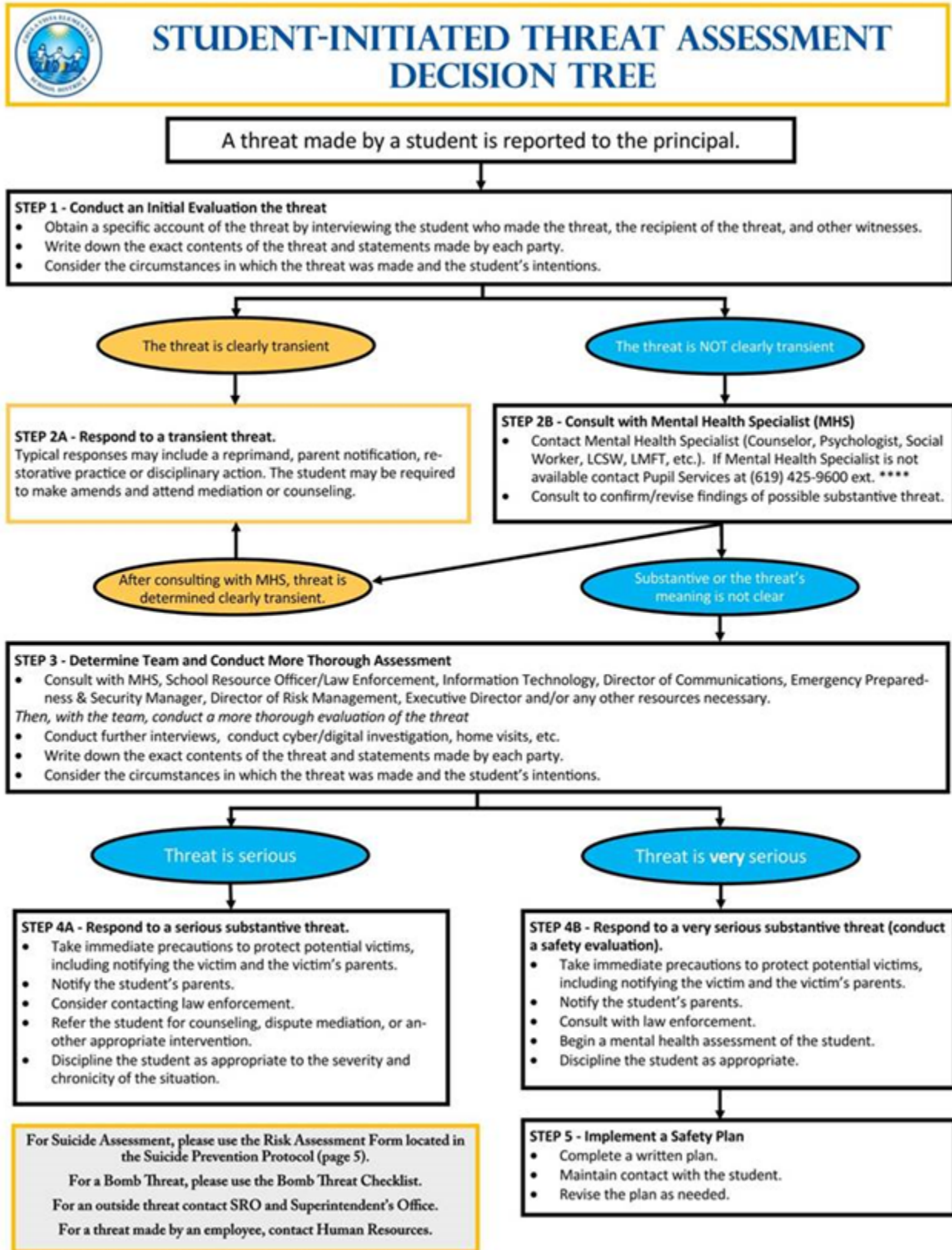
1. The Site Incident Commander will take appropriate actions.
2. The Site Incident Commander will assess the warning signs by evaluating the associated oral, written or electronic threatening communications. If the threat was made by a student, Incident Commander should follow the Student-Initiated Threat Assessment Tree on the next page.
3. If the Site Incident Commander deems the threat substantive, call Superintendent's Office and SRO or 911 as appropriate.

For an outside threat (not student initiated).

1. The Site Incident Commander will identify the type of threat and attempt to determine the individual(s) making the threat.
2. If Law Enforcement is present and it is deemed a threat assessment is necessary, the Site Incident Commander will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk:
3. In categorizing the risk, the Site Incident Commander will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
4. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.



# Student Initiated Threat Assessment Decision Tree



Revised from Cornell/Sheras model: Guidelines for Responding to Student Threats of Violence

# Tsunami

---

## Definition

A tsunami is a series of sea waves most commonly caused by an earthquake beneath the sea floor by submarine volcanic eruptions or an underwater landslide. As the waves enter shallow water, they may rise rapidly and inundate coastal areas with the potential of endangering lives and creating significant property damage. This procedure should be followed if a distant or local event has occurred and generated a tsunami.

## Notification

Main Office would be informed of Tsunami Warning via telephone, Emergency Radio, and possibly other means.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. Review the Hazard Analysis Summary at the front of this Plan to see whether or not the site is vulnerable to tsunami.
3. The Site Incident Commander will keep a battery-powered radio tuned to a local radio station for information such as Evacuation notices.
4. If the Site Incident Commander notifies occupants of the need for an Onsite or Offsite Evacuation, staff, students, and visitors will evacuate threatened buildings using prescribed routes or other safe routes to the Onsite or Offsite Evacuation Area.
5. The Evacuation destination should be to a location that is at least 100 feet above sea level. Stay away from coastal and low-lying areas. Waves might continue for several hours and travel several times faster than walking, running or driving.
6. If you receive a directive from an agency other than the Superintendent, you need to notify the Superintendent's Office of the emergency directive.
7. The Site Incident Commander will notify the Superintendent's Office of any Evacuations. A member of the ERT will call the Communications Officer with information on the situation.
8. As appropriate, the Site Incident Commander will activate "SchoolMessenger."
9. The Site Incident Commander will initiate an Offsite Evacuation if warranted by changes in conditions.

# Unlawful Demonstration / Walkout

---

## Definition

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

## Notification

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Site Incident Commander.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. The Site Incident Commander will notify local law enforcement (only if violent or necessary for traffic control) and the Superintendent's Office to request assistance and will provide the exact location and nature of emergency.
3. Site Facility Check & Security will immediately proceed to the Main Gate to control ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for occupants leaving or attempting to re-enter the campus.

# Weapon on Campus

---

## Definition

Per Board Policy 5131.7, The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school, or while going to or coming from school.

## Notification

- Contact the Main Office.

## Procedure

1. The Site Incident Commander will initiate appropriate action.
2. As needed place the school on Secure Campus or Lockdown as deemed appropriate.
3. Contact “911” and the Superintendent’s Office.

# Outside Agency Use of Facilities

---

Chula Vista Elementary School District values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The District has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District wishing to use school facilities for disaster services prior to any need, the District will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the District Emergency Preparedness and Security Manager or the Office of the Superintendent to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the Office of the Superintendent immediately for assistance and guidance.

## American Red Cross

In July 2013, CVESD and American Red Cross (San Diego/Imperial Counties Chapter) entered into a Shelter Agreement, which is on file in the Office of the Deputy Superintendent of Business Services and Support and the District Emergency Preparedness and Security Manager. The following outlines the agreement.

**Use of Facility:** Upon request and if feasible, the CVESD will permit the Red Cross to use the requested facility on a temporary basis as an emergency public shelter.

**Shelter Management:** The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CVESD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

**Condition of Facility:** The CVESD Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the *Facility/Shelter Opening/Closing Form*, (available on file in the Office of the District Emergency Preparedness and Security Manager) to record any existing damage or conditions. The CVESD Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CVESD.

**Food Services:** Upon request by the Red Cross, and if such resources exist and are available, CVESD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The CVESD Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

**Custodial Services:** Upon request by the Red Cross and if such resources exist and are available, CVESD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The CVESD Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

**Security:** In coordination with the CVESD Facility Coordinator; the Shelter Manager, as he or she deems necessary and

appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

**Signage and Publicity:** The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the CVESD Facility Coordinator and will remove such signs when the shelter is closed. CVESD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CVESD will refer all media questions about the shelter to the Shelter Manager.

**Closing the Shelter:** The Red Cross will notify the CVESD Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and CVESD Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the *Shelter/Facility Opening/Closing Form* to record any damage or conditions. The Shelter Manager and CVESD Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

**Reimbursement:** The Red Cross will reimburse the CVESD for the following:

- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c. *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated in the Shelter Agreement, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises {both parties must initial all utilities to be reimbursed by the Red Cross).

CVESD will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

**Insurance:** The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

**Indemnification:** The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

**Term:** The term of the Shelter agreement begins on the date of the last signature on the agreement (July 8, 2013) and ends 30 days after written notice by either party.

# EMERGENCY RESPONSE TEAM POSITION GUIDES

---

The following Position Guides outline the roles and responsibilities of the site Emergency Response Team.

## Section: Command

# Site Incident Commander

---

## Beverly Prange or Timothy Schafer

**Reports to:** Superintendent (or designee)

**Staffing Characteristics:** Principal or Site Administrator

**Responsibility:** The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

**Lead by example: your behavior sets the tone for staff and students.**

**Special Equipment:**

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms (**Appendix A**)

**Start-Up:**

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Site Emergency Response Procedures**
- Develop and communicate an Incident Action Plan (**Appendix A**) with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Position Assignment Log as positions are staffed.
- Appoint a backup Site Incident Commander in preparation for long-term operations.



**During Event:**

- Continue to monitor and assess total school situation.
- View site map periodically for damage assessment information and status of Search & Rescue operations.
- Check with Sections Chiefs for periodic updates.
- Reassign personnel as needed.
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed.
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become “Disaster Service Workers” and can be deployed by the Superintendent.
- Remain on and in charge of your site until redirected or released by the Superintendent.

**After:**

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls an “All Clear,” contact the District before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

## Section: Command

# Safety Officer

---

## Beverly Prange or Timothy Schafer

**Reports to:** Site Incident Commander

**Staffing Characteristics:** These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**Responsibility:** The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

**Special Equipment:**

- Hard hat (if available)

**Start-Up:**

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Site Emergency Procedures Plan**
- Develop and communicate an Incident Action Plan (**Appendix A**) with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Position Assignment Log as positions are staffed.
- Appoint a backup Site Incident Commander in preparation for long-term operations.

**During Event:**

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

## Section: Command

# Public Information Officer

---

## Beverly Prange or Timothy Schafer

**Reports to:** Site Incident Commander

**Staffing Characteristics:** These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**Responsibility:** Staff, students, parents and the public has 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. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

**Special Equipment:**

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms: (Appendix A)
  - Public Information Release Worksheet
  - School Accountability Report
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Digital recorder/voice recorder

**Start-Up Activities:**

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander.
- Consult with District's Communications Officer to coordinate information release.
- Assess situation and obtain statement from the Site Incident Commander. Tape-record, if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

### During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Site Incident Commander and should reflect:
  - Reassurance - “Everything’s Going To Be OK.”
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation - condition of school site, Evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to school if known and appropriate.
  - Any information school wishes to be released to the public.
  - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- **Remind school site staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer.**
- Update information periodically with Site Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

## Section: Command

# Liaison Officer

---

## Beverly Prange or Timothy Schafer

**Reports to:** Site Incident Commander

**Staffing Characteristics:** These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**Responsibility:** The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

**During Event:**

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

## Section: Operations

# Operations Section Chief

---

## Fernando Castro or Jason Hoffman

**Reports to:** Site Incident Commander

**Staffing Characteristics:** The Operations Chief should be a staff member familiar with the site and be trained in response skills.

**Responsibility:** The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

**Special Equipment:**

- Maps: See Crisis Response Box

**During Event:**

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Communicate with Finance & Administration Section Chief as to whether or not there are any “missing”. If it has been determined that there are “missing” occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact “missing” individuals.
- As information is received from the Operations staff, update the Site Incident Commander.
- Inform the Site Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed.

## Section: Operations

# Site Facility Check & Security

---

## Monica Silva

**Reports to:** Operations Chief

**Staffing Characteristics:** Custodian or others familiar with the site's facilities.

**Responsibility:** Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

**Special Equipment:**

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

**Start Up Activities:**

- Check condition and take along appropriate tools.

**During Event:**

- Observe the campus and report any damage by radio to the Site Command Post.
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, **if gas is leaking**, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus gates are secured and report same to Site Incident Commander.
- Advise Site Incident Commander of all actions taken for information and proper logging.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate.

## Section: Operations

# Search & Rescue Team Leader

---

## Albert DeCima

- Reports to:** Operations Chief
- Staffing Characteristics:** Trained in Search & Rescue
- Responsibility:** Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing “missing” occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**
- Special Equipment:**
- Search & Rescue Team Member Backpacks for Buddy Teams
  - Disaster Container
- Start Up Activities:**
- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves.**
  - Put batteries in flashlight.
  - First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response.
  - **Each Buddy Team will consist of 3 persons. The following standards are recommended for establishing Search & Rescue Buddy Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams.**
- During Event:**
- **Buddy system: 3 persons per Buddy Team.**
    - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
    - **Follow all operational and safety procedures.**
  - Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible.
  - Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
  - If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash “/” on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash “\” on door to create an “X”. This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")\*
  - When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff.
  - Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information.
  - Keep radio communication brief and simple. No codes.



## Section: Operations

# Search & Rescue Team

---

### SEARCH & RESCUE TEAM MEMBERS

#### For sites with less than 500 students

##### Search & Rescue Team 1

- A) Melissa Showman
- B) Kristine Hidalgo
- C) Lucy Siegel

##### Search & Rescue Team 2

- A) Rose Gonzalez
- B) Tania Fregoso
- C) David Barraza

#### For sites with more than 500 students

##### Search & Rescue Team 3

- A)
- B)
- C)

**Reports to:** Search & Rescue Team Leader

**Staffing Characteristics:** Trained in Search & Rescue

**Responsibility:** Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

**Special Equipment:**

- Search & Rescue Team Member Backpack (see Search & Rescue Recommended Supplies – Appendix A)
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

**Start Up Activities:**

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Each Buddy Team will consist of 3 persons. The following standards are recommended for establishing Search & Rescue Buddy Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams.**

## During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash “/” on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash “\” on door to create an “X”. This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")\*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff. .
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information.
- Keep radio communication brief and simple. No codes.

## Section: Operations

# First Aid & Medical Team Leader

---

## Jade Sessions or Nurse

**Reports to:** Operations Chief

**Staffing Characteristics:** Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

**Responsibility:** Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

**Special Equipment:**

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided (Appendix A)
- Medical Treatment Log (Appendix A)

**Start Up Activities:**

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams.
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the District Crisis Response Team for psychological staff and student needs.
- Activate Buddy Team, as necessary.
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team.

**During Event:**

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.

- Brief newly assigned personnel.
- Report deaths immediately to Operations Section Chief.
  - **After pronouncement or determination of death:**
  - **Do not** move the body until directed by Site Incident Commander.
  - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times.**
  - As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
  - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
  - Write the following information on two tags:
    - o Date and time found.
    - o Exact location where found.
    - o Name of decedent, if known.
    - o If identified—how, when, by whom.
    - o Name of person filling out tag.
    - o Attach one tag to body.
- If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body.
- Keep Operations Section Chief informed of overall status.
- Stay alert for communicable diseases and isolate appropriately

**After:**

- Conduct a Critical Incident Stress Debriefing for staff.

## Section: Operations

# First Aid & Medical Team

---

### FIRST AID & MEDICAL TEAM MEMBERS

#### For sites with less than 500 students

##### First Aid & Medical Team 1

- A) Alyssa Adams
- B) Jackie Lozoya
- C) Alondra Melton

##### First Aid & Medical Team 2

- A) Czarina Alegrado
- B) Illiana Martinez
- C) Maria Arreola Vazquez (Gochicoa)

#### For sites with more than 500 students

##### First Aid & Medical Team 3

- A)
- B)
- C)

##### Reports to:

**First Aid & Medical Team Leader**

##### Staffing Characteristics:

Trained in First Aid and Critical Incident Stress Management (CISM)

##### Responsibility:

Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

##### Special Equipment:

- First Aid & Medical Team supplies (see Appendix A)
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: (Appendix A)
  - o Medical Treatment Log
  - o Notice of First Aid-Care Provided

##### Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.

- Check with First Aid & Medical Team Leader for assignment.

**During Event:**

- Administer appropriate first aid.
- **Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student’s Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

**Buddy Teams:**

- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Area.

**Triage Entry Area:**

- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments.
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Logs victims’ names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie.

**Treatment Areas (“Immediate” & “Delayed”)**

- Completes secondary head-to-toe assessment.
- Records information on triage tag and onsite treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

**After:**

- Clean up first aid area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

## Section: Operations

# Reunification Team Leader

---

Stacy Clemetson

- Reports to:** Operations Chief
- Staffing Characteristics:** Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.
- Responsibility:** Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.
- Special Equipment:**
- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
  - Clipboard
  - Phone or radio to communicate with team
  - Forms: (Appendix A) – to provide to team
    - o Student Accountability Report
    - o Notice of First Aid-Care Provided
- Start Up Activities:**
- Request additional personnel, if needed.
  - Ensure signage for way-finding and instruction is posted throughout the school.
  - Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.)
  - Ensure team members/locations have all necessary equipment (tables, forms, etc.)
  - Refer to School Site Reunification Plan when necessary.
- During Event:**
- Monitor the safety and well-being of the parents, students and staff.
  - Mitigate any identified problems.
  - Ensure team members are getting breaks.
  - Maintain order.
  - Work with security on any safety issues.
  - Direct all requests for information to the Public Information Officer.

## Section: Operations

# Assembly Area Leader

---

## Camille Dehne

**Reports to:** Operations Chief

**Staffing Characteristics:** Trained in managing large groups of students - Associate Principal or Administrative Designee

**Responsibility:** Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

**Special Equipment:**

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms: (Appendix A)
  - o Student Accountability Report
  - o Notice of First Aid-Care Provided

**Start Up Activities:**

- Request additional personnel, if needed.
- If school is evacuating:
  - o Verify that the Evacuation Area and routes to it are safe.
  - o Count or observe the classrooms as they exit, to make sure that all classes evacuate.
  - o Initiate the set-up of portable toilet facilities and hand washing stations.

**During Event:**

- Monitor the safety and well-being of the students and staff in the Evacuation Area.
- Administer minor first aid as needed.
- Support the Release Gate process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements through the Logistics Section for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the Evacuation Area (or in the buildings).
- Direct all requests for information to the Public Information Officer.



## Section: Operations

# Request Gate

---

### Request Gate Leader

Patricia Olivas

### Request Gate Team

- A) Crystal Pridmore
- B) Dorothy Nguyen
- C) Josefina Vega

### Reports to:

**Operations Chief**

### Staffing Characteristics:

School staff or volunteers

### Responsibility:

Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

### Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms: (Appendix A)
  - Student Release Form
  - Volunteer Assignment Log

### Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist.
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended.

### During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**
- If volunteers arrive to help, have them report to the Request Area to be registered.

### Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.

- Runner takes form(s) to the designated classroom.

**Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.**

**If student is with class:**

- Runner shows Student Release Form to the teacher
- Teacher marks box, **“Sent with Runner.”**
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

**If student is not with the class:**

- Teacher makes appropriate notation on Student Release Form:
  - **“Absent”** if student was never in school that day.
  - **“First Aid”** if student is in Medical Treatment Area.
  - **“Missing”** if student was in school but now cannot be located.
- Runner takes Student Release Form to the Operations Chief.
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to the Operations Chief for verification.**

## Section: Operations

# Release Gate

---

### Release Gate Leader

Christopher Turner

### Release Gate Team

- A) Grace Limon
- B) Gabriela Martinez

### Reports to:

**Operations Chief**

### Staffing Characteristics:

School staff or volunteers

### Responsibility:

Assure proper reunification of student with parent or authorized adult at the Release Gate.

### Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log (Appendix A)
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

### Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

### During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District’s Communications Officer.**

#### **If student is with class:**

- Runner shows Student Release Form to the teacher
- Teacher marks box, **“Sent with Runner.”**
- If appropriate, teacher sends parent copy of Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

#### **If student is not with the class:**

- Teacher makes appropriate notation on Student Release Form:
  - o **“Absent”** if student was never in school that day.
  - o **“First Aid”** if student is in Medical Treatment Area.
  - o **“Missing”** if student was in school but now cannot be located.
- Runner takes Student Release Form to the Operations Section Chief.
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to Operations Section Chief for verification.
- Parent should be notified of missing student status and escorted to Crisis Counselor.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

## Section: Planning & Intelligence

# Planning & Intelligence Section Chief

---

## Cristina Areola or Ashley Barber

**Reports to:** Site Incident Commander

**Staffing Characteristics:** Resource Teacher

**Responsibility:** Collection, evaluation, documentation, and use of information about the incident.

**Equipment:**

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms: (Appendix A)
- Team Member Activity Log

**During:**

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan (**Appendix A**).

**Records:**

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with District Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
  - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

**Student and Staff Accounting:**

- Report first aid and medical needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

**Situation Status Map:**

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

**Situation Analysis:**

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Site Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.

## Section: Logistics

# Logistics Section Chief

---

## Giulia Longo or Kenda Ward

**Reports to:** Site Incident Commander

**Staffing Characteristics:** Administrative skills

**Responsibility:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**Equipment:**

- Cargo container or other storage facility with all emergency supplies stored on site.
- Forms: (Appendix A)
- Site Status Report
- Volunteer Assignment List

**Start Up Activities:**

- Ensure that the Site Command Post and other facilities are setup as needed.

**Special Equipment:**

- Cargo container or other storage facility and all emergency supplies stored on site

**Start-Up Activities**

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed.
- Review staff roster and begin call-back, as required.

**During Event:**

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs.
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander.
- Maintain security of cargo container, supplies and equipment.

**After:**

- Secure all equipment and supplies.

## Section: Finance & Administration

# Finance & Administration Section Chief

---

**Andrea Haase or Elena Gillespie**

**Reports to:** Site Incident Commander

**Staffing Characteristics:** Familiar with common financial record keeping standards. Office staff.

**Responsibility:** Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

**Special Equipment::**

**During:**

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- **Report missing persons and site damage to Planning & Intelligence Section Chief.**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders.
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If District personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Support Logistics in making any purchases which have been approved by the Site Incident Commander.

**After:**

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records.

# FORMS

---

## Appendix A

## Biological and Chemical Release Response Checklist

**School:** Myrtle S. Finney Elementary School

**Address:**

	Yes	No	Notes
Have staff, students, or other personnel who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?	<input type="checkbox"/>	<input type="checkbox"/>	
Have unexposed students and staff been evacuated from the area of contamination?	<input type="checkbox"/>	<input type="checkbox"/>	
Have all students and staff been accounted for?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	<input type="checkbox"/>	<input type="checkbox"/>	
Have the doors and windows to the area of contamination been closed and locked?	<input type="checkbox"/>	<input type="checkbox"/>	
Have fans and ventilators serving the area of contamination been turned off?	<input type="checkbox"/>	<input type="checkbox"/>	

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_



## Children/Adults Released to Paramedics

School Myrtle S. Finney Elementary School

Date \_\_\_\_\_

	Name	Time	Released to	Destination – Name of Specific Hospital
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent’s Office or Office of the Emergency Preparedness and Security Manager]

# Emergency Drills Report

School Myrtle S. Finney Elementary School

Date \_\_\_\_\_

Fire Drills -- Monthly					
	Date	Starting Time	Ending Time	Duration	Notes/Comments
September	/ /				
October	/ /				
November	/ /				
December	/ /				
January	/ /				
February	/ /				
March	/ /				
April	/ /				
May	/ /				
June	/ /				
July	/ /				
August	/ /				

Earthquake Drills -- Quarterly				
Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				
/ /				
/ /				
/ /				

Secure Campus or Lockdown Drills – Biannually				
Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				
/ /				

Shelter-In-Place Drills -- Biannually				
Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				
/ /				

Bus Evacuation Drill -- Annually				
Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

# Incident Action Plan

School: Myrtle S. Finney Elementary School

Incident Name: \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Prepared by: \_\_\_\_\_ Team Position: \_\_\_\_\_

**INCIDENT OBJECTIVE** (What is the objective? i.e., Evacuate or Shelter students)

---

---

---

**OPERATIONAL PERIOD** (Time period set to achieve current objectives and report back – from beginning date and time to end date and time)

---

**CURRENT OBJECTIVES** (Simple, achievable-within- time-frame objectives)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**WEATHER FORECAST FOR OPERATIONAL PERIOD**

---

---

**SAFETY CONSIDERATIONS/PLAN**

---

---

# Medical Treatment Log

School Myrtle S. Finney Elementary School

Date \_\_\_\_\_

Student's Name	Time	Location where found	Triage Status		Suspected Injury	Type of First Aid Provided	DISPOSITION			
							RETURN TO STUDENT AREA	RELEASED TO PARENT	EMERGENCY TRANSPORT	WHERE TRANSPORTED
			<input type="checkbox"/>	Delayed						
			<input type="checkbox"/>	Immediate						
			<input type="checkbox"/>	Dead						
			<input type="checkbox"/>	Delayed						
			<input type="checkbox"/>	Immediate						
			<input type="checkbox"/>	Dead						
			<input type="checkbox"/>	Delayed						
			<input type="checkbox"/>	Immediate						
			<input type="checkbox"/>	Dead						
			<input type="checkbox"/>	Delayed						
			<input type="checkbox"/>	Immediate						
			<input type="checkbox"/>	Dead						
			<input type="checkbox"/>	Delayed						
			<input type="checkbox"/>	Immediate						
			<input type="checkbox"/>	Dead						
			<input type="checkbox"/>	Delayed						
			<input type="checkbox"/>	Immediate						
			<input type="checkbox"/>	Dead						

[If the Emergency Operations Center is activated, send copy to EOC. Send the original of this form to Risk Management and maintain a copy in an emergency document file.]

## Notice of First Aid Care Provided

Date: \_\_\_\_\_

School: Myrtle S. Finney Elementary School  
\_\_\_\_\_

Dear Parent,

Your child, \_\_\_\_\_, was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Nature of injury: \_\_\_\_\_

Destination (if not presently on site): \_\_\_\_\_

Transporting Entity (if not presently on site): \_\_\_\_\_

Time of Transport: \_\_\_\_\_

Additional Information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Released to parent/authorized adult:  Yes  No

I have been notified of my child's disposition,

\_\_\_\_\_  
SIGNATURE OF PARENT/AUTHORIZED ADULT

\_\_\_\_\_  
SIGNATURE OF SCHOOL REPRESENTATIVE

Note: Keep this form with your school's medical treatment records. Do not send this form home with the student.



# Public Information Worksheet

Check off, fill in, and cross off as appropriate

Site: Myrtle S. Finney Elementary School Date: \_\_\_\_\_ Time: \_\_\_\_\_

**NOTE: If this is used as a script, read only those items checked. Make no other comments.**

(School Name) Myrtle S. Finney Elementary School

Has just experienced a(n) \_\_\_\_\_ (type of hazard/disaster)

- The (students/staff/volunteers) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services       are on the way;       are on site       are not available.
- Local Law enforcement       are on the way;       are on site       are not available.
- Fire Department/paramedics       are on the way;       are on site       are not available.
- Communication center(s) (is/are) being set up at \_\_\_\_\_ to answer questions.
- Communication center(s) for families of students and employee/s (is/are) being set up at \_\_\_\_\_ to answer questions about individual students and staff and re-unification plans.
- Injuries have been reported at \_\_\_\_\_ and are being treated at the site by (staff/professional medical responders). (#) \_\_\_\_\_ reported injured.
- Students have been taken to a safe area, \_\_\_\_\_, and are with [(classroom teachers/staff) or (\_\_\_\_\_)].
- (insert # \_\_\_\_\_) Students/Staff have been taken to the local emergency room for treatment of serious injury.
- Families of injured students/staff should go to the emergency room at \_\_\_\_\_

Confirmed deaths have been reported at \_\_\_\_\_

Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: \_\_\_\_\_

Release restrictions:       No       Yes

If yes, what? \_\_\_\_\_

Released to the public as Public Information Release # \_\_\_\_\_

**Request for Help**  
**(LAW ENFORCEMENT, FIRE, PARAMEDICS)**

School: Myrtle S. Finney Elementary School Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ Time: \_\_\_\_\_  
 Principal: \_\_\_\_\_ Phone: \_\_\_\_\_

**STATUS OF SCHOOL SITE:**

How many major injuries? (heavy bleeding, head injuries, etc.)	
How many minor injuries?	
How many dead?	

**OTHER TYPES OF RESCUE/HELP NEEDED:**

Anyone trapped in buildings?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how many? (estimate)		
Are any buildings on fire?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Other Remarks:** \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Signature of Person Making Request Position

[Send to EOC if activated or to Superintendents office]

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent’s Office or Office of the Emergency Preparedness and Security Manager]



# Site Status Report

Myrtle S. Finney Elementary School

TO: \_\_\_\_\_ FROM: \_\_\_\_\_

LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ Incident Commander: \_\_\_\_\_

Enter Number:	Absent	Injured	Sent to hospital or medical facility	Dead	Missing	Unaccounted for (away from site)	Released to parents	Being supervised
Students								
Site Staff								

How many buildings at your site are visibly damaged?	Explain the type of damage observed:

## STRUCTURAL DAMAGE - check damage/problems and indicate location(s)

Is there a problem with...?		Explanation and/or Location(s)
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Gas leak
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Communications
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Fire
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Electrical
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Water
<input type="checkbox"/> Yes	<input type="checkbox"/> No	other:
<input type="checkbox"/> Yes	<input type="checkbox"/> No	other:

**MESSAGE:** (include kind of immediate assistance required; can you hold out without assistance? If so, how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus and actions; names of injured, dead, missing and accounted for ASAP)

[Send to EOC if activated or to Superintendents office]

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent’s Office or Office of the Emergency Preparedness and Security Manager]

Myrtle S. Finney Elementary School  
**Student Release Form**

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

	1)			
Last Name		First Name	Teacher	Room#
	2)			
		First Name	Teacher	Room#
	3)			
		First Name	Teacher	Room#

Adult Signature	PRINT Name
	(      )
	Home Telephone Number
	(      )
	Cellular Telephone Number
City	Zip

\*\*\*\*\*

**TEACHERS' RESPONSE FOR THE STUDENTS LISTED ABOVE:**

Name of Student _____	<input type="checkbox"/> Sent with Runner	<input type="checkbox"/> Absent
	<input type="checkbox"/> Sent earlier to First Aid Area	<input type="checkbox"/> Missing
Name of Student _____	<input type="checkbox"/> Sent with Runner	<input type="checkbox"/> Absent
	<input type="checkbox"/> Sent earlier to First Aid Area	<input type="checkbox"/> Missing
Name of Student _____	<input type="checkbox"/> Sent with Runner	<input type="checkbox"/> Absent
	<input type="checkbox"/> Sent earlier to First Aid Area	<input type="checkbox"/> Missing

Teachers' comments:

---



---



---



---

# Student Release Log

School Myrtle S. Finney Elementary School

Date \_\_\_\_\_

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

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

# Myrtle S. Finney Elementary School Student/Staff Accountability Report

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

1) Number of Students in attendance today: \_\_\_\_\_

2) Absentees (List students' names)

3) Names of other students missing from this Evacuation Area	
Name(s)	Where located:

4) Names of other personnel and/or visitors from your class/department missing from this Evacuation Area			
Name(s)			Where located:
	<input type="checkbox"/> staff	<input type="checkbox"/> visitor	
	<input type="checkbox"/> staff	<input type="checkbox"/> visitor	
	<input type="checkbox"/> staff	<input type="checkbox"/> visitor	

5) Names of "walking wounded" in this Evacuation Area

6) List location(s) of any noticeable gas odors or live electrical wires			
wire		<input type="checkbox"/> gas odor	<input type="checkbox"/> live electrical
wire		<input type="checkbox"/> gas odor	<input type="checkbox"/> live electrical

7) Additional information on reverse side of this report?	<input type="checkbox"/> NO	<input type="checkbox"/> YES
---	-----------------------------	------------------------------



## Volunteer Assignment Log

School Myrtle S. Finney Elementary School

Date \_\_\_\_\_

	Volunteer's Name	Address	Time In	Position	Time Out
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

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

# EMERGENCY RADIO QUICK REFERENCE GUIDE

---

## KEY POINTS

- The Emergency Radio has a battery and comes with a charger.
- Every school and administrative site has been issued a radio which should be kept in the main office and monitored at all times while school is in session.
- The Radio must be left in the “on” position and set to SCHOOL EMERG 1.
- Take radio off charger in the morning; turn radio ON and set it next to the charger. Return the radio to charger in the evening.
- In case phones are not available, the Emergency Radio will be used to communicate.
- RADIO IS ONLY MONITORED BY DISPATCH FROM 5:30 AM - 5:30 PM (MON - FRI.) Call 9-1-1 before 5:30 AM and after 5:30 PM

## CHARGING THE EMERGENCY RADIO

- Place the Emergency Radio in the charger.
- The charger LED light indicates the various stages of the charging process.

Single GREEN flash	Battery is successfully charging
Flashing RED	Battery is un-chargeable or not making proper contact (Remove the battery and use a pencil eraser to clean the four metal contacts on the bottom of the battery. If you need to replace a battery, contact the Office of Emergency Preparedness & Security at x181358).
Steady RED	Battery is in rapid charge mode.
Flashing ORANGE	If orange for more than 24 hours, contact Office of Emergency Preparedness & Security at x181358
Flashing GREEN	Battery is 90% (or more) charged.
Steady GREEN	Battery is fully charged.

## OPERATION OF THE EMERGENCY RADIO

If radio is off (which it shouldn't be) turn the ON/OFF Volume control knob clockwise. If power-up is successful, you will hear a Self-Test Pass Tone and see the LED light located on top of the radio blink green.

To select a channel, turn the CHANNEL SELECTOR knob clockwise or counter clockwise until you have reached SCHOOL EMERG 1. SCHOOL EMERG 1 is the primary channel operated for emergency at CVESD. All schools and assigned district office personnel have access to this channel. In addition, radios have been provided to before and after school programs, and all of these radios are on the same channel (SCHOOL EMERG 1).

Hold the radio in a vertical position; press the PUSH-TO-TALK (PTT) button on the side of the radio. PRESS AND HOLD this button to talk. Wait ONE FULL SECOND before you speak, RELEASE the button to listen. Speak at a distance of 1 to 2 inches away from your mouth into the microphone located on the front of the radio.

Listen (monitor) before you start talking to ensure no overlapping transmissions. Please keep radio transmissions brief and to the point. Stay calm. You should choose words that are distinct, clear, and convey a definite meaning.

In a disaster, the District will conduct an alphabetical roll call to each school and administrative site for response and updates. Please stand-by patiently and be prepared to respond when you are requested.

If you have a site emergency and have no access to other communication, use your Emergency Radio. Identify yourself, i.e. "I have an emergency; this is \_\_\_\_\_ School." Repeat this twice and wait for a response that directly acknowledges you. Wait 15 seconds before repeating an unanswered call. In an emergency situation all bus units will cease to transmit and clear the airway. This option should be exercised only under extreme circumstances.

If you are indoors and do not hear anything on SCHOOL EMERG 1, you may need to go outside in an open area to hear and transmit communications (but this is unlikely).

***In the unlikely event phones are not available for an emergency notification to the campus, the Emergency Radio will be used to inform you for dangers or other emergency information. As such, it is important that the radio be turned on and monitored at all times.***



# SPECIAL NEEDS PLANNING

---

## APPENDIX B

# Evacuation Planning for Special Needs

---

## For People with Disabilities and Special Needs

Myrtle S. Finney Elementary School uses this document which is based on the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

# Table of Contents

---

---

---

---

## CONTENTS

---

General Categories of Functional and Special Needs

---

Elements of Needed Evacuation Information

---

General Categories of Special Need and Disability

---

Service Animals

---

Standard Building Evacuation

---

Mobility Impairment

---

Visual Impairment

---

Hard of Hearing or Deaf

---

Speech Impairment

---

Cognitive Impairment

---

Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

---

# General Categories of Functional and Special Needs

---

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

## Elements of Needed Evacuation Information

---

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

# General Categories of Special Need and Disability

---

## MOBILE IMPAIRMENTS

### Wheelchair Users

People with mobility disabilities may use one or more devices, such as canes, crutches, a power-driven or manually operated wheelchair, or a three-wheeled cart or scooter, to maneuver through the environment. People who use such devices have some of the most obvious access/egress (exiting access) problems. Typical problems include maneuvering through narrow spaces, going up or down steep paths, moving over rough or uneven surfaces, using toilet and bathing facilities, reaching and seeing items placed at conventional heights, and negotiating steps or changes in level at the entrance/exit point of a building.

### Ambulatory Mobility Disabilities

This subcategory includes people who can walk but with difficulty or who have a disability that affects gait. It also includes people who do not have full use of their arms or hands or who lack coordination. People who use crutches, canes, walkers, braces, artificial limbs, or orthopedic shoes are included in this category. Activities that may be difficult for people with mobility disabilities include walking, climbing steps or slopes, standing for extended periods of time, reaching, and fine finger manipulation.

Generally speaking, if a person cannot physically negotiate, use, or operate some part or element of a standard building egress system, like stairs or the door locks or latches, then that person has a mobility impairment that affects his or her ability to evacuate in an emergency unless alternatives are provided.

### Respiratory Impairments

People with respiratory impairments can generally use the components of the egress system but may have difficulty safely evacuating due to dizziness, nausea, breathing difficulties, tightening of the throat, or difficulty concentrating. Such people may require rest breaks while evacuating. They may have respiratory equipment, such as oxygen tanks, which needs to be transported safely with the individual.

## VISUAL IMPAIRMENTS

This category includes people with partial or total vision loss. Some people with a visual disability can distinguish light and dark, sharply contrasting colors, or large print but cannot read small print, negotiate dimly lit spaces, see a full visual field, or tolerate high glare. Many people who are blind depend on their sense of touch and hearing to perceive their environment. For assistance while in transit, walking, or riding, many people with visual impairments use a white cane or have a service animal. Printed communication, available in Braille form, is helpful for individuals who are blind. There is high risk that a person with a visual impairment would miss a visual cue, such as a new obstruction that occurred during the emergency event, that could affect egress.

Generally speaking, if a person cannot use or operate some part or element of a standard building egress system or access displayed information, like signage, because that element or information requires vision in order to be used or understood, then that person has a visual impairment that could affect his or her ability to evacuate in an emergency unless alternatives are provided.

## HEARING IMPAIRMENTS

People with partial hearing often use a combination of speech reading, sign language, and hearing aids, which amplify and clarify available sounds. Echo, reverberation, and extraneous background noise can distort hearing aid transmission.

People who are deaf or hard of hearing and who rely on lip reading for information must be able to clearly see the face of the person who is speaking. Those who use sign language to communicate may be adversely affected by poor lighting. People who are hard of hearing or deaf may have difficulty understanding oral communication and receiving notification by equipment that is exclusively auditory, such as telephones, fire alarms, and public address systems. There is a risk that a person with a hearing loss or deafness would miss an auditory cue to the location of a dangerous situation, affecting his or her ability to find safe egress.

Generally speaking, if a person cannot receive some or all of the information emitted by a standard building egress system, like a fire alarm horn or voice instructions, then that person has a hearing impairment that could affect his or her ability to evacuate in an emergency unless alternatives are provided.

## **SPEECH IMPAIRMENTS**

Speech impairments prevent a person from using or accessing information or building features that require the ability to speak clearly for effective communication. Speech impairments can be caused by a wide range of conditions, (dysarthria, apraxia, stuttering, voice output), but all result in some level of loss of the ability to vocalize or to verbally communicate effectively.

The only “standard” building egress systems that may require a person to have the ability to speak in order to evacuate a building are the emergency phone systems in areas of refuge, elevators, or similar locations. These systems need to be assessed in the planning process.

## **COGNITIVE IMPAIRMENTS**

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use those features.

Cognitive impairments can be caused by a wide range of conditions, including but not limited to developmental disabilities, multiple sclerosis, depression, alcoholism, Alzheimer’s disease, Parkinson disease, traumatic brain injury, chronic fatigue syndrome, stroke, and some psychiatric conditions, but all result in some decreased or impaired level in the ability to process or understand the information received by the senses.

All standard building egress systems require a person to be able to process and understand information in order to safely evacuate a building.

## **OTHER IMPAIRMENTS AND MULTIPLE IMPAIRMENTS**

In addition to people with permanent or long-term disabilities, there are others who have temporary conditions that affect their usual abilities. Broken bones, illness, trauma, or surgery can affect a person’s use of the built environment for a short time. Diseases of the heart or lungs, neurological diseases with a resulting lack of coordination, arthritis, and rheumatism can reduce a person’s physical stamina or cause pain. Other disabilities include multiple chemical sensitivities and seizure disorders. Reduction in overall ability is also experienced by many people as they age. People of extreme size or weight often need accommodation as well.

Individuals display various response levels to the emotional impact of crisis situations. Some individuals have extreme emotionality and mental health issues (self-regulation, coping with change, accepting directives from others, self-mutilation, aggression), which impair functional responses in a crisis situation. These individuals may receive support services from school site counselors or psychologists. They may have trusting relationships with specific school personnel that enable them to respond appropriately in difficult situations. Behavioral strategies and plans may be in place that will enable the individual to process information, respond to directives, and support the team efforts to keep the individual and others safe. Staff members need to communicate these plans and strategies to trusted administrators, personnel, community, and first responders to ensure safety for all.

It is not uncommon for people to have multiple disabilities. For example, someone could have a combination of visual, speech, and hearing disabilities. Evacuation planning for people with multiple disabilities is essentially the same process

as for those with individual disabilities, although it will require more steps to develop and complete more options or alternatives.

# Service Animals

---

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

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

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

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

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

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

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



# Standard Building Evacuation Systems

---

A standard building evacuation system has three components:

1. The circulation path
2. The occupant notification system(s)
3. Directions to and through the circulation paths

## Circulation Path

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

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

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

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

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

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

## Occupant Notification System

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

## Directions to and through the Usable Circulation Path

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

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

# Mobility Impairment

---

## OCCUPANT NOTIFICATION SYSTEMS

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

## ORIENTATION/WAY FINDING

### Is There a Usable Circulation Path?

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

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

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

### Which Circulation Paths Are Usable Circulation Paths?

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

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



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

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

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

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

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

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

### Can the Elevators Be Used?

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

### Are Lifts Available?

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

### What Other Devices Are Available?

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

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

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

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

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

#### One Person

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

#### Multiple People

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

identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

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

#### Guidance

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

#### Minor Physical Effort

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

#### Major Physical Effort

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

### **Waiting for First Responders**

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

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

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

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

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

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

# Visual Impairment

---

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

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

## ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

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

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

- Locate or identify these paths. For support, you may contact CVESD Orientation/Mobility Consultant in Pupil Services
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

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

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

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

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

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

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

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

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

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

## IS ASSISTANCE REQUIRED?

## **Who Will Provide the Assistance?**

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

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

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

### *Guidance*

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

### *Minor Physical Effort*

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

### *Waiting for First Responders*

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

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

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

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

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

# Hard of Hearing or Deaf

---

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

### Visual Devices for the Fire Alarm System

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

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

### Devices or Methods for Notification of Other Emergencies

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

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

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

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

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

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

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

## ORIENTATION/WAY FINDING

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

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

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

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

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

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

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

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

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

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

### **IS ASSISTANCE REQUIRED?**

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

### **OTHER CONSIDERATIONS**

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



# Speech Impairment

---

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

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

## ORIENTATION/WAY FINDING

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

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

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

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

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

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

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

## ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

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

## IS ASSISTANCE REQUIRED?

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

## OTHER CONSIDERATIONS

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

# Cognitive Impairment

---

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

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

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

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

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

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

## ORIENTATION/WAY FINDING

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

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

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

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

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

## ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

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

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

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

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

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

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

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

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

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

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

**OTHER CONSIDERATIONS**

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

# Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

Name: \_\_\_\_\_ Primary Location: \_\_\_\_\_

Building (home, office, etc.): \_\_\_\_\_ Primary Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Floor: \_\_\_\_\_ E-mail: \_\_\_\_\_

Service Animal:    Yes            No

## COMMUNICATION/OCCUPANT NOTIFICATION

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

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

## ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
Is there a usable way out?				
Where is it? (List all and indicate nearest.)				
Where is the established outside meeting place?				
How do you communicate the circulation path to individuals with functional and special needs?				
Is the usable circulation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
If a person exiting a doorway or turning a corner could inadvertently be directed into the path of a moving vehicle, is a safeguarding device with a warning sign in place?				
If the stairs in the circulation path lead anywhere but out of the building, are doors, partitions, or other effective means used to show the correct route out of the building?				
Do doors used to connect any room to a circulation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Do exterior circulation paths (balcony, porch, gallery, roof) meet the preceding four requirements?				
Does the exterior circulation path have guardrails to protect open sides of walking surfaces?				
Is the exterior circulation path smooth, solid, and a substantially level travel surface?				
Does the exterior circulation path <i>not</i> branch off and head away from the public way?				
Is each exit marked with a clearly visible sign reading "EXIT" in all forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in all forms (visual, tactile, Braille)?				
Are signs posted and arranged along circulation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in all forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision <i>not</i> obstruct or distract attention from exit signs, particularly for people with low vision?				

## ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are circulation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Are people <i>not</i> required to travel through a room that can be locked, such as a restroom?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs <i>not</i> obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Does the circulation path maintain a clear height of 6 feet 8 inches at all points?				
Do objects that stick out into the circulation path, such as ceiling fans and wall cabinets, <i>not</i> reduce the minimum height and width of the circulation path?				
Are usable circulation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable circulation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				
<b>Do building circulation paths lead to a public way, that is:</b>				
Directly outside or to a street or walkway?				
To an area of refuge and from there to a public way?				
To an open space with access to the outside?				
To streets, walkways, or open spaces large enough to accommodate all building occupants likely to use the exit?				

## TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the person evacuate himself or herself with a device or aid?				
What is the specific device or aid?				
Where is the device or aid located?				
Does the person need assistance to evacuate?				
What does the assistant(s) need to do?				
Does the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Has the assistant been made aware of the student's sensory needs (if applicable) to develop an awareness of any particular accommodations that he/she may need during the evacuation.				
Where will the assistant(s) meet the person requiring assistance?				
When will the person requiring assistance contact the assistant(s)?				

## Number of Assistants Needed

How many assistants are needed? \_\_\_\_\_

How will the assistant(s) be contacted in an emergency? \_\_\_\_\_

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			
Assistant 6			

## SERVICE ANIMAL

	YES	NO	Comments
Has the person discussed with emergency management personnel his or her preferences with regard to evacuation and handling of the service animal?			
Has the person thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			



# SITE REUNIFICATION PLAN

---

## APPENDIX C

# Purpose

---

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

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

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

# Situation and Assumptions

---

## Situation

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

## Assumptions

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

# Disclaimer

---

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

# Concept of Operations

---

## General

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

## Basic Operations

---

- **Assembly Area:** Managed by Assembly Area Leader. Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted.
- **Request Gate:** Managed by Request Gate Leader. When a parent/guardian arrives at the request gate, s/he will fill out the Student Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification).
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian.

- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate.
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area.
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification.
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions.
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area.

## On-Scene Parent Notification

---

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

### Notification Room Operations:

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

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

# End of Operations

---

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

## Reunification Considerations

---

### General

- The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:
  - Does the site need help from the District Office?
  - How will parents/guardians be advised of what to do?
  - What do evacuees need to take with them?
  - What travel routes should be used by parents/guardians?
  - What transportation support is needed?
  - What traffic control is needed?
  - How much security will be needed to begin with?
  - Will food and drinks be needed?
  - Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
  - Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?
- Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

### Traffic Control

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

### Warning & Public Information

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

## Reunification Notification

- Reunification notification should be disseminated through all available warning systems.

## Emergency Public Information

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

## Access Control & Security

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

### Law Enforcement

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

### The Fire Service

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

### The Public Information Officer (PIO)

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

# Administration and Support

---

## Reporting

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

## Activity Logs

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

### Documentation of Costs

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

## After Action Reporting

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

## Exercises

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

## Site Based Planning

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

# TWO-GATE REUNIFICATION

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

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

### CONTACT THE DISTRICT OFFICE FOR SUPPORT

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

### REUNIFICATION SAFETY CONCERNS

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

### START UP

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

### REQUEST GATE

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

### RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- Radio the Assembly Area for student to report to Release Gate and send the Student Release Form to Release gate **OR**
- Direct runner to the Assembly Area with the Student Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form.
- IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"



- Runner walks student to Release Gate
- Runner hands paperwork to Release Staff
- Release Staff verifies student ID and concludes release process to Parent/Guardian

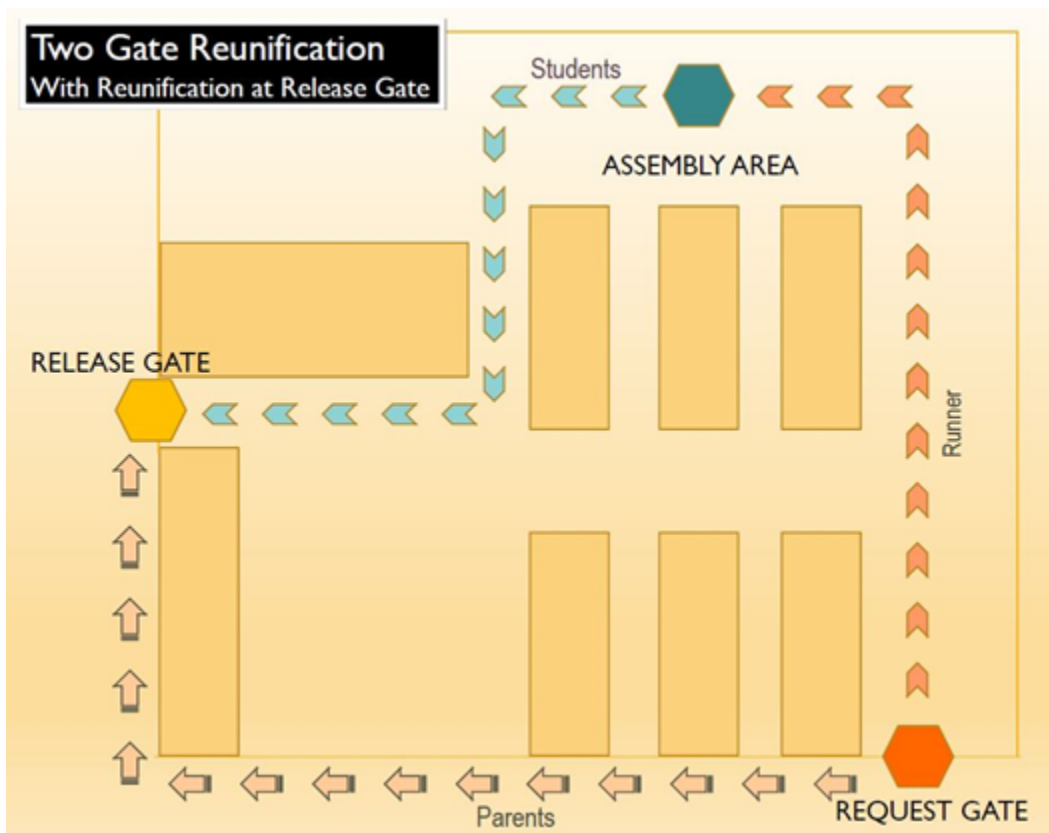
**□ IF STUDENT IS NOT IN ASSEMBLY AREA**

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

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

**RELEASE GATE**

- Runner provides form to Release Gate staff who check Parent ID again.
- Release Gate staff document student release.
- Parent signs student out, then immediately departs the area with student to reduce congestion.



# TWO-GATE REUNIFICATION

---

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

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

### CONTACT THE DISTRICT OFFICE FOR SUPPORT

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

### REUNIFICATION SAFETY CONCERNS

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

### START UP

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

### NOTIFICATION AREA SET-UP

- Private area with individual rooms, and external private access to transportation of premises, if possible.
- Power supply and Internet access.
- Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area.
- Telephone to communicate with outside agencies and area hospitals.
- Counselors and/or trained mental health professionals to provide notification and support to families.

- Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased.
- Water and snacks.

## REQUEST GATE

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

## RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- Radio the Assembly Area for student to report to Reunification Area and send the Student Release Form to Reunification Area **OR**
- Direct runner to the Assembly Area with the Student Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form.
- IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent.
- IF STUDENT IS NOT IN ASSEMBLY AREA**
  - Assembly Area Leader makes appropriate notation on Student Release Form Comments
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment.
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Release Form to Reunification Area Leader
  - Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - If student was marked absent, notify parent accordingly.
    - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate.

## REUNIFICATION AREA

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

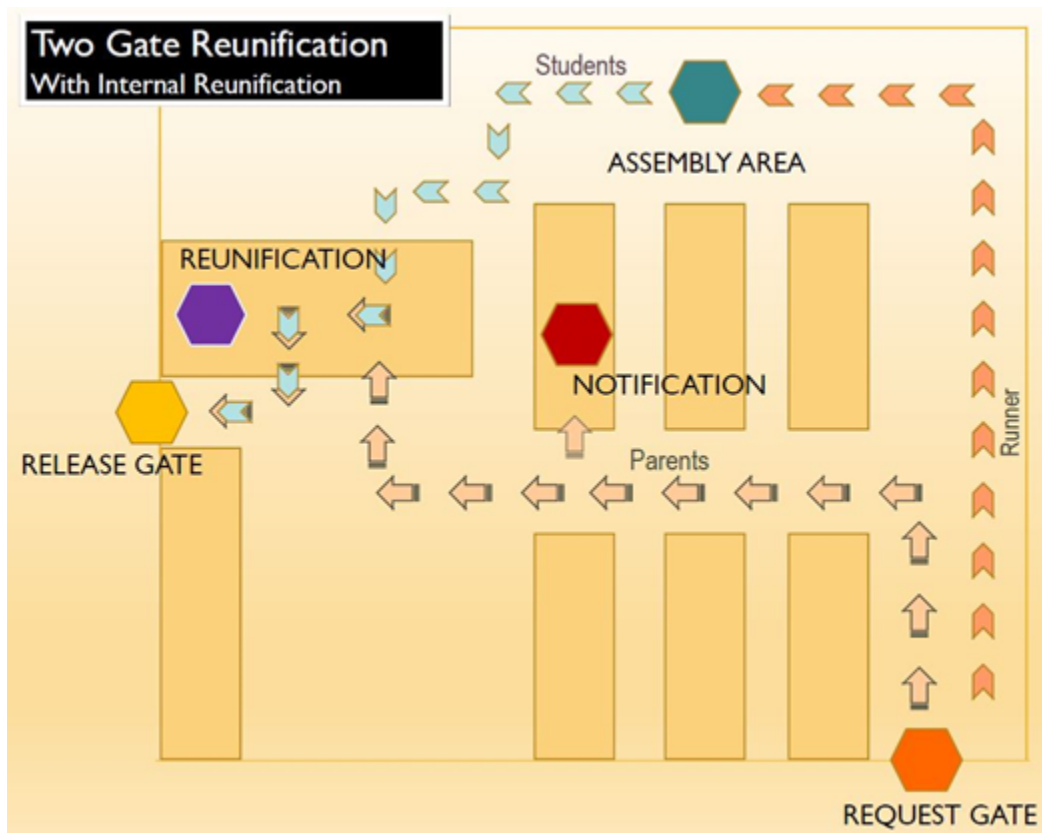
## NOTIFICATION AREA

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

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

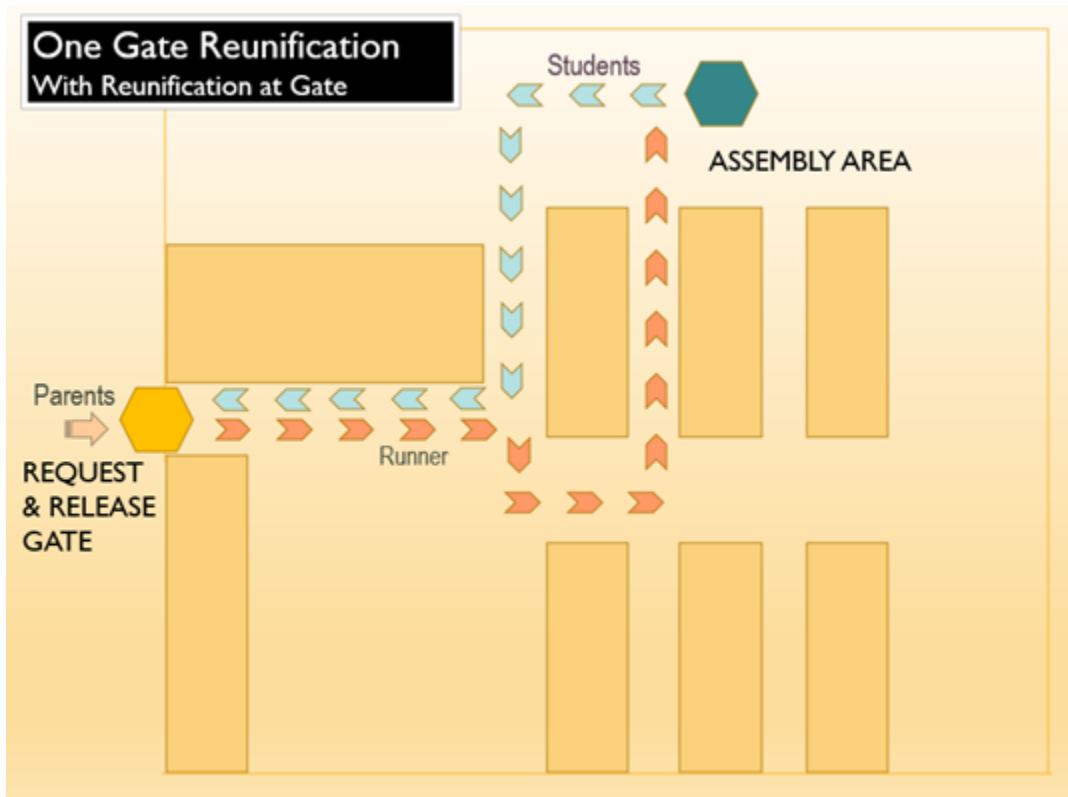
## RELEASE GATE

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



# ONE-GATE REUNIFICATION

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



# CLASSROOM REUNIFICATION

---

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

## REUNIFICATION SAFETY CONCERNS

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

## START UP

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

## REQUEST GATE

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

## REUNIFICATION AREA (CLASSROOM)

- Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier so parents do not take the child without going through proper accountability methods.
- Accepts Student Release Forms from incoming parents, checks ID and Student Emergency Card for verification.
- Documents reunification on student lists or other developed method.
- Reminds parents to have ID out for last check at the Release Gate. Sends the Student Release Form to Release Gate with parent.

## RELEASE GATE

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

# OFF-SITE REUNIFICATION

---

Off-Site reunifications will have extensive District Office staff support.

## School site staff should expect to:

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

## Incident Commander should expect to:

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

# REUNIFICATION SUPPLY CONSIDERATIONS

---

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



# **FIRE SAFETY, PREVENTION, EMERGENCY PROCEDURES**

---

## **APPENDIX D**

# FIRE SAFETY & PREVENTION

---

## FIRE DRILL GUIDELINES

- Fire drills must be held at least once a month while school is in session.
- Principals, teachers or other school staff should inspect all exits daily to ensure that stairways, doors and other exits are working properly and are unblocked.
- Staff should be familiar with the school's fire protection system, including the location of fire alarm pull stations and sprinklers.
- Every room in the school should have a map posted identifying emergency exits. In schools with open floor plans, exit paths should be obvious and kept free of obstruction. Place school address on the map.
- Students with specific needs should be assigned an adult or a student buddy to assist them. Fire drills are a good opportunity to identify who among the student population requires extra assistance.
- While it's important to make sure that students leave the building as quickly as possible, order is more important than speed when it comes to conducting a safe fire drill.
- Once everyone has safely exited the building, they should remain outside at a predetermined location until the 'all clear' has been given to reenter the school.
- Use rosters to ensure that every student is accounted for.
- Fire drills should be held both at expected and at unexpected times, and under varying conditions in order to simulate the conditions that can occur in an actual emergency.
- School fire drills are a model for students to use in their homes. Encourage students to practice their escape plans at home—just as they do at school.
- *Develop an attitude that fire exit drills are instructional activities.* Ask teachers and students for ideas on making fire exit drills more effective. Encourage cooperation by involving more people in planning exit drills. Be sure that teachers are teaching fire prevention in the classroom.
- Each school should have identified primary and secondary evacuation locations on campus and off campus. Schools should practice evacuating to both primary and secondary locations.

## FIRE EXTINGUISHER SAFETY

- Periodically check the extinguisher's pressure gauge to see that it is set at the correct level. If not, call district facilities to report.

## Preparing the Extinguisher, Preparing Yourself

- Check each month to make sure that fire extinguishers are fully charged, visible, and within easy reach.
  - Before you attempt to fight a fire, have someone contact the fire department.
  - Fight or Flee. Understand a fire extinguisher's limitations. Don't overcommit yourself in attempting to extinguish the fire.
  - Fight only small fires. The fire should be no wider than four feet and no higher than three feet. Portable fire extinguishers aren't designed to fight large fires or quick-spreading fires.
  - Determine what kind of a fire you have.
  - **Learn the PASS system: Pull, Aim, Squeeze, Sweep.**
  - Always have an exit to your back while attempting to extinguish a fire.
  - Use the buddy system, if possible.
-

## Follow the Four Steps to Fire Safety

- 1) Sound the alarm.
- 2) Call the fire department.
- 3) If the fire is stationary, try to extinguish it with your back to an exit.
- 4) Leave the building if your efforts fail, closing the doors as you leave.

## About Fire Extinguishers

Different kinds of fires require different forms of extinguishing agents. Each extinguisher is prominently marked with the letter of the class of fire it is designed to extinguish.

Fires are classified by the type of material that is burning. Fires are divided into five classes: A, B, C, D, and K.

**A:** Class A fires involve ordinary combustibles like paper, wood, cloth and most plastics.

**B:** Class B fires involve flammable liquids such as gasoline, oil and solvents.

**C:** Class C fires involve electrical equipment including electrical outlets and wiring.

**D:** Class D fires involve combustible metals like magnesium, titanium, aluminum, sodium and potassium.

**K:** Class K fires involve combustible cooking media such as animal or vegetable oils and fats.

## FIRE REGULATIONS AND CVESD PROCEDURES

In order to keep our students and employees safe it is critical that schools follow some basic fire regulations and CVESD procedures.

### Access and visibility

- Required exit doors and pathways must be maintained free from obstructions or impediments to full instant use.
- Exit doors must be distinguishable from the adjacent construction and finishes and cannot be concealed or made unrecognizable.
- Exit signs must be clearly visible and cannot be obstructed or otherwise concealed.

### Decorative displays

- Decorative displays using significant quantities of highly flammable materials such as foam plastics; textiles or dried vegetation are prohibited unless documented to have passed an appropriate fire propagation test or treated as flame-retardant.

### Items suspended from ceilings

- Items suspended from ceilings such as banners, flags, sculptures, etc. must not obstruct the spray pattern of fire sprinkler heads. Typically, items located within 18 inches of sprinkler head deflectors are considered obstructions.
-

## Extension cords

- Extension cords must comply with the following:
  - Shall not be used as a substitute for permanent wiring, but may be used temporarily with portable appliances.
  - Shall not be affixed to the structure or extended through walls, ceilings, floors or doorways.
  - Shall not be placed under floor coverings or in any location subject to environmental or physical damage.
  - Shall not serve more than one appliance unless using an approved multi-plug extension cord.
  - The ampacity of the extension cord shall not be less than what's required for the attached electrical load.
  - Shall be grounded when serving grounded appliances.
  - Shall be in good condition and without damage.

## Relocatable power-taps

- Relocatable power-taps (i.e. power-strips with flexible cords) must comply with the following:
  - Listed by a nationally recognized testing laboratory to UL 1363.
  - Equipped with overcurrent protection (this is not the same as surge- suppression).
  - Polarized and grounded.
  - Plugged directly into a permanently installed electrical receptacle.
    - Power-taps cannot receive power from another power-tap or extension cord.
  - Must not be overloaded beyond the rated capacity.

## Multi-plug adapters

- Multi-plug current taps and adapters listed to UL 498A are approved for use when plugged directly into a permanently installed electrical receptacle.
- Such devices must be utilized in accordance with manufacturer's instructions and shall not be overloaded beyond the rated capacity.

## Obstruction of fire protection devices

- Fire protection devices such as sprinkler heads or fire alarm detection and initiating devices (e.g. pull stations, smoke or heat detectors, and horn/strobe units) must not be covered or otherwise obstructed or concealed.
- Fire sprinkler heads must not be obstructed or covered.
- Objects shall not be suspended from or supported by fire sprinkler heads or piping systems.

## COMMON SAFETY VIOLATIONS IN SCHOOL CLASSROOMS

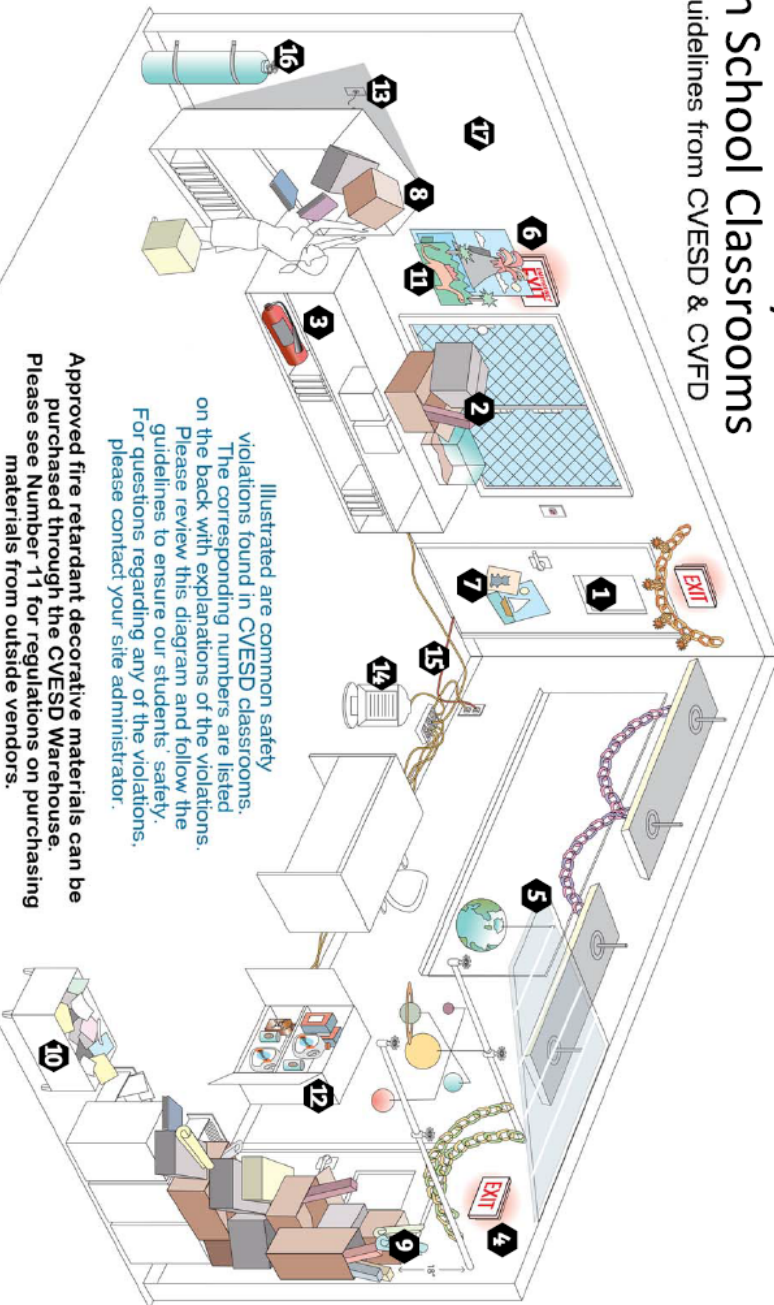
Please review the following diagram and follow the guidelines to ensure our students' safety. Illustrated are common safety violations found in CVESD classrooms. The corresponding numbers are listed on the second page

---

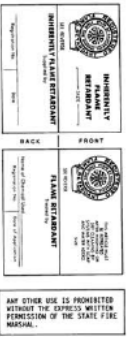
with explanations of the violations. For questions regarding any of the violations, please contact your site administrator. Administrators may contact the District's Emergency Preparedness & Security Office for further information.

## Common Safety Violations in School Classrooms

Guidelines from CVESD & CVFD



Examples of Fire Retardant Certified Material Tags  
Approved for use in the State Of California  
requirements for Fire Retardant Materials visit:  
<http://osfm.fire.ca.gov/>



A Special Thank You to Los Angeles Unified School District  
This document was originally created by LAUSD and has been modified for use by  
Chula Vista Elementary School District and the City of Chula Vista Fire Department

## Common Safety Violations in School Classrooms

- 1** Classroom exits shall remain clear and not blocked by any obstructions, such as cabinets that open into the exit path.
- 2** Classroom emergency exit windows shall not be blocked by items stored under or in front of the windows.
- 3** Classroom fire extinguishers and fire evacuation maps shall be mounted in plain view near the exit door and not blocked or hidden.
- 4** Exit signs for emergency exits shall be visible at all times. Illuminated exit signs, when provided, shall be illuminated at all times.
- 5** Suspending or hanging items from the ceiling is not allowed. Fire code prohibits suspending or hanging items from fire sprinkler pipes and lighting fixtures. CVESD does not allow suspending or hanging decorative items from anywhere on the ceiling due to interference with the security alarm system.
- 6** Wall decorations shall not cover exit signs, electrical panels or extend out from the walls.
- 7** Classroom exit doors shall not have decorations on the door.
- 8** Material stored on top of shelves or cabinets shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered rooms. This material shall also be secured so that, during an earthquake, it will not fall. Unfastened or unrestrained materials shall be removed.
- 9** Materials stored on top of shelves or cabinets may not be closer than 18" to automatic sprinkler heads.
- 10** Excess paper and other supplies, shall be stored in an orderly manner in approved storage closets and not in open classrooms.
- 11** Decorations or materials that are displayed on walls shall be treated to be flame retardant and never impede an exit. This includes, but is not limited, to fabrics, curtains and Christmas trees. Flame retardant must be applied by a licensed applicator. Teachers may not apply retardant to classroom supplies, unless they are licensed by the state. Teachers who purchase items already certified as flame retardant or non-flammable material by California State Fire Marshal, must keep original proof of status in the classroom and provide a copy to school custodian with room number listed. Fabrics with flame retardant must not be washed.

- 12** Hazardous materials, such as cleaning products and chemicals used for instruction, shall be stored in approved secure locations and always kept out of reach of children. Science chemicals and very hazardous materials must be kept in hazardous materials cabinets.
- 13** All bookcases and cabinets shall be secured to walls so that, during an earthquake, they will not fall.
- 14** Portable heaters are not allowed in classrooms.
- 15** Extension cords may not be put into permanent use. Extension cords and power strips may not be plugged in series. Extension cords may not be extended from one classroom to another or create a tripping hazard.
- 16** No compressed gas cylinders are allowed in classrooms.
- 17** Decorations applied to corridor walls are limited to 20 percent of the wall area in buildings without fire sprinkler protection. Up to 50 percent coverage is permitted in sprinkler-protected rooms. Decorations and teaching materials applied to classroom walls do not have a defined limit, however when significant quantities of combustible materials are applied to walls the fire code official may limit quantities when such materials pose a fire hazard.

**Most classrooms safety violations can be avoided by keeping classrooms clean, neat and well organized. Do not obstruct the existing fire safety systems that are there to protect all occupants. Do not try and exceed the capacity of the room's electrical system with plug strips and extension cords. Always look out for conditions that have the potential to hurt students.**

In addition to the illustrated classroom violations, there are some fire/safety violations that occur outside of the classroom. If you notice any please notify your site administrator:

Do not store items in basements or under stairs unless the entire area is sprinklered. No storage is allowed in riser rooms or electrical rooms.  
When storing items in closets or workrooms, maintain a 3 foot (36") clearance around all water heaters, electrical panels, fire alarms and portable fire extinguishers.

**CVESD TEACHERS:** To ensure use of fire retardant decorative materials approved by the State Fire Marshal, please see your school secretary, CVESD Warehouse stocks approved supplies.



# CVFD SCHOOL INSPECTION PROGRAM

276 Fourth Ave. Bldg C, Ste. B -143 • (619) 691-5029 • fax (619) 691-5204

## PRE-INSPECTION CHECKLIST

The following pre-inspection checklist will help you identify potential fire code violations. Common violations associated with schools are listed. Use this checklist to correct violations prior to your Fire Department inspection thus reducing and/or eliminating potential fire and safety hazards. Thank you for partnering with the Chula Vista Fire Department in this community safety effort

<b>ACCESS</b>	
1	Maintain fire lane free of obstructions.
2	Provide/maintain fire lane identification.
3	Provide address numbers/building I.D. visible from street.
4	Provide approved key box/lock/switch and/or keys for fire department access.
<b>EXITING</b>	
5	Remove obstructions at exits, doors, aisles, corridors, stairways, etc.
6	Repair non-operable exit door hardware.
7	Remove obstructions from doors required to be closed.
8	Remove locks/latches from doors with panic hardware.
9	Remove storage from unprotected stairway.
10	Provide/maintain exit signs & emergency lighting.
<b>FIRE EXTINGUISHERS</b>	
11	Fire extinguishers shall be serviced and tagged annually by a licensed technician.
12	Provide fire extinguisher(s): minimum size 2A-10BC, (1) for every 6000 square feet.
13	Provide clear access to fire extinguisher and mount in accessible location.
14	Provide Class K fire extinguisher within 30' of cooking equipment.
<b>FIRE PROTECTION EQUIPMENT</b>	
15	Maintain, repair, paint, inspect, and/or test sprinkler/standpipe/hydrants/FDC/PIV.
16	Maintain 3 ft. minimum clearance for access/use of fire appliances/equipment.
17	Secure all system control valves in the open position (electronically supervised).
18	Replace damaged/painted/missing sprinkler heads, escutcheons, and FDC caps.
19	Provide 5 year certification test for sprinkler/standpipe system.
20	Provide spare sprinkler heads and compatible wrench.
21	Hood and duct extinguishing system to be serviced and tagged semi-annually.
<b>FIRE ALARM SYSTEMS</b>	
22	Maintain, repair, inspect, and/or test fire alarm system. Shall be serviced annually.
23	Provide clearance in front of and around all Fire Alarm notification devices.
<b>ELECTRICAL</b>	
24	Discontinue use of extension cords.
25	Install permanent wiring for fixed and stationary appliances.
26	Provide cover plates for all junction boxes. Provide spacers for electrical panel.
27	Remove exposed wiring or protect in approved conduit.
28	Provide a 30 inch clear space to and in front of electrical panel & label breakers.
29	Maintain wiring in good condition and protect from damage.
<b>FLAMMABLE LIQUIDS / COMPRESSED GASES</b>	
30	Provide a flammable liquid storage cabinet or reduce storage to 10 gallons or less.
31	Remove all flammable liquids not used for maintenance purposes.
32	Secure compressed gas cylinders & identify product name.
<b>STORAGE / HOUSEKEEPING</b>	
33	Arrange storage in an orderly manner to provide access/egress.
34	Remove all combustible storage from boiler, mechanical, and electrical rooms.
35	Reduce storage to 24 in. below ceiling or 18 in. below sprinkler heads.
36	Provide minimum 30 foot clearance between building and combustible vegetation.
<b>MISCELLANEOUS</b>	
37	Comply with CFC Chapter 4, Fire Drills, Fire Safety & Evacuation plans. Provide documentation.
38	Artwork & teaching materials shall be limited on the walls of corridors and classrooms to not more than 20% of the wall area in non-sprinklered buildings and 50% in sprinklered buildings.



# CHULA VISTA FIRE DEPARTMENT

## School Codes/Violations

### Access:

Are address numbers visible from the street? FH207	Provide address numbers that are visible from the street fronting the property, in contrasting color and a minimum of 4" in height. CFC Section 505.1
Is Knox Access Device Operational? FH205	Maintain/repair/replace Knox Box/Knox Key Switch/Opticom sensor. CFC Section 506.1
Are appropriate keys in Knox box? FH 206	Provide proper keys or access information for the Knox box. CFC Section 506.2
Are Fire Lanes properly identified? FH 203	Maintain fire lanes as they shall be identified in accordance with CVFD standard drawings. CFC Section 503.3
Are Fire Lanes clear? FH 202	Fire lanes shall not be obstructed in any manner. Remove all obstructions immediately. CFC Section 503.4

### Exits:

Are exits free of obstructions? FH 305	Obstructions shall not be placed in the required width of the means of egress. REMOVE all obstructions. CFC Section 1003.6
Does door open w/out key or special knowledge? FH 307	Exit doors shall be operable from the inside without the use of a key or any special knowledge or effort. Exit doors shall not be locked, chained, bolted, barred, latched, or otherwise rendered unusable. CFC Section 1008.1.9 Remove any locks, chains or any other non-approved mechanism.
<b>Exception:</b> Main Entrance in Group A w/occ. load of <300 & B, F, M, & S	Key operated locking devices readily distinguishable as locked or unlocked and provide a sign above door that states "THIS DOOR TO REMAIN UNLOCKED WHEN BUILDING IS OCCUPIED" CFC Section 1008.1.9.3
Is the safe dispersal area compliant? FH 310	School grounds may be fenced and gates therein may be equipped with locks, provided that safe dispersal areas based on 3 square feet per occupant are located between the school and the fence. Such required safe dispersal areas shall be located no less than 50 feet from school buildings. CBC, 442.1.3 The area shall be provided with a safe and unobstructed path of travel from the building. CFC Section 1027.5





## CHULA VISTA FIRE DEPARTMENT

<p>Is means of egress being used for any other purpose? FH 311</p> <p><b>Exception c- Personal materials located in metal lockers in E occupancies</b></p>	<p>Exits, Aisles, Ramps, Corridors and Passageways - a) No person shall install, place or permit the installation or placement of ..... anything whatsoever, in any manner that would block or obstruct the required width of an exit; b)..... placement of any combustible material or equipment in or exposed to any exit; c) ..... of any storage material of any kind in any exit regardless of the required width of such exit .. REMOVE all items that are in the corridors, passageways. CCR, Title 19, Div. 1, Section 3.11 (a) through (d), CFC Section 1023.1</p>
<p>Is exit door hardware operable? FH 304</p>	<p>Repair/replace exit doors as they shall be maintained in operable condition at all times. CFC Section 1008.1.9</p>
<p>Is exit door distinguishable and recognizable? FH 312</p>	<p>Exit doors shall be readily distinguishable and recognizable at all times. Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials. REMOVE any material that is disguising or concealing the exit door. CFC Sections 1008.1 &amp; 1030.6</p>
<p>Are K, 1st, 2nd or day care located on the appropriate stories? FH 313</p>	<p>Rooms used by kindergarten, first- or second grade pupils and Group E day care shall not be located above or below the first story EXCEPT: 1.... in basements or stories having floor levels located within 4 feet measured vertically, from the adjacent ground level at the level of exit discharge, PROVIDED the basement or story has exterior exit doors at that level; 2. In buildings equipped with automatic sprinkler system throughout, may be located on the second story provided there are at least 2 exterior exit doors OR other egress system complying with CBC Sections 1010, 442.1.4</p>
<p>Are window bars / metal grilles compliant? FH 314</p>	<p>School classrooms constructed after 1/1/90, not equipped with automatic sprinkler systems, which have metal grilles or bars on all their windows and do not have at least 2 exit doors within 3 feet of each end of the classroom openings to the exterior of the building or to a common hallway used for evacuation purposes, shall have an inside release for the grilles or bars on at least one window farthest from the exit doors. The window or windows with the inside release shall be clearly marked as emergency exits. CFC Section 1008.1.4.1 &amp; CBC Section 442.1.5 Repair/remove the grilles so as to be in compliance.</p>
<p>Are exit signs operational? FH 302</p>	<p>Repair/Maintain/Provide illuminated exit signs. CFC Section 1011.1</p>
<p>Are emergency lights operational? FH 301</p>	<p>Means of egress illumination shall be provided and maintained at all times. Test to verify that all egress lighting is operable. CFC Section 1006</p>
<p>Is panic hardware provided where required? FH 309</p>	<p>Doors serving Group A, E, I-2, &amp; H shall be provided with panic hardware. Ex. Main entrance in Group A with an occupant load of less</p>



## CHULA VISTA FIRE DEPARTMENT

### Fire Extinguishers:

Are fire extinguishers provided? FH 401	Provide a fire extinguisher with the appropriate rating for the business use and hazard. CFC Section 906.1-906.3
Are fire extinguishers serviced annually? FH 403	Service and tag each fire extinguisher once annually and/or after each use. CFC Section 906.2
Is there clear access to extinguishers? FH 404	Fire extinguishers shall be conspicuously located where they will be readily accessible & unobstructed. CFC Section 906.5-906.6
Are fire extinguishers mounted? FH 402	Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. CFC Section 906.7
Are extinguishers mounted at proper height? FH 402	Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. CFC section 904.4.1 #2&3
Is kitchen provided w/class K extinguisher? FH454	Provide an annually serviced Class K extinguisher within 30ft of cooking equipment. CFC Section 904.11.5.1-904.11.5.2

### Fire Protection Equipment (FPE):

Are all required areas protected? FH 508	Approved automatic sprinkler systems in <u>new buildings</u> and <u>structures</u> shall be provided in the locations described in Sections 903.2.1 through 903.2.12. CFC Section 903.2 and NFPA 13, 8.1.1
Are Fire Control Rooms Clear? FH504	NO storage allowed in fire control rooms or provide 3' clearance around fire risers when not in fire control room. Remove storage. CFC Section 901.4.6
Is FSS serviced/maintained in operable condition? FH 503	Provide maintenance/ service of sprinkler systems. Provide documentation showing same. Title 19 & NFPA 25
Is there 18" clearance under sprinkler heads? FH 655	Remove/reduce storage as it shall be maintained a minimum of 18 inches below sprinkler head deflectors in sprinklered buildings. CFC Section 315.3.1
Are ceiling tiles in place in sprinklered bldgs? FH507	Acoustic ceiling tiles shall be in place with no gaps around sprinkler heads to ensure proper sprinkler activation. Install missing titles. NFPA 13
Is Kitchen FSS serviced every six months? FH451	Hood System to be serviced and tagged by a certified representative at six month intervals. Provide documentation showing service and that the service did not reveal any deficiencies. CFC Section 904.11.6.2



## CHULA VISTA FIRE DEPARTMENT

Are cooking appliances properly protected? FH 455	Location, type, and position of nozzles are installed properly for appliances being protected. Obtain an evaluation from an approved and licensed contractor in order to determine if system is providing correct coverage. CFC Sections 904.4.1 #2&3
Is kitchen hood/duct/filters free of grease? FH452	Clean filters, hood, and duct area over cooking appliances. Institute and maintain a program to remove cooking residue on a regular basis. CFC Sections 904.11.6, 609.3.3.2 & 609.3.3.3
<b>Fire Alarm Systems:</b>	
Is Fire Alarm system serviced annually? FH552	Fire Alarm System to be serviced annually. Provide documentation dated within the last 12 months showing that the system passed the inspection & test and that any deficiencies identified were corrected. CFC Section 907.8.5
Have all deficiencies identified been repaired? FH 557	System deficiencies shall be repaired. NFPA 72, Section 14.2.2.2 Provide documentation dated within the last 12 months showing that the system passed the inspection & test and that any deficiencies identified were corrected
Is Fire Alarm system maintained in operable condition? FH 555	Fire watch is required, CFC, Section 901.7, NFPA 72, Section 10.21 Fire Alarm devices, panels, and equipment shall be maintained in operable condition at all times. Repair/replace equipment so that it is operable. CFC 907.8.1
Are manual fire alarm boxes accessible? FH 558	Make manual fire alarm boxes accessible, unobstructed, unobscured and visible at all times. CFC Section 907.4.2.6
Are there visible alarms installed as required? FH 559	Visible alarm notification appliances shall be provided in public use areas and common use areas including but not limited to: sanitary facilities, corridors, music practice rooms, band rooms, gyms, MPR, occupational shops, occupied rooms where ambient noise impairs hearing of the fire alarm, lobbies, meeting rooms and classrooms. CFC Section 907.5.2.3.1
<b>Fire Separations:</b>	
Are attic access doors closed? FH351	Maintain attic access and/or scuttle covers closed. CFC Section 703.1
Are fire rated assemblies maintained? FH 352	Repair/maintain required fire rated assemblies when damaged, altered, penetrated, or improperly installed. CFC Section 703.1
Are fire doors in the closed position? FH353	Swinging fire doors shall close from the full open position and latch automatically. The door closer shall exert enough force to close and latch the door from any partially open position. Remove all door stoppers. CFC, Section 703.2.3



## **CHULA VISTA FIRE DEPARTMENT**

### **Electrical:**

Are extension cords used appropriately/temp.? FH601	Discontinue use of extension cords in place of permanent wiring. CFC Section 605.5
Do all junction boxes and electrical outlets have cover plates? FH605	Maintain/repair/ install electrical cover plates and panel spacers as they are required. CFC Section 605.6
Is wiring in good condition (no splicing)? FH604	Replace all damaged, spliced, and frayed wiring or equipment and maintain in good working condition. CFC Section 605.6
Is exposed building wiring in conduit when req'd? FH608	Identified hazardous electrical conditions in permanent or temporary wiring shall be corrected. Refer electrical work to the Building Department for permit requirements. CFC Section 605.6
Are electrical panels accessible (30" clear space)? FH607	Maintain a clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove all obstructions. CFC Section 605.3
Are electrical breakers labeled correctly? FH606	Label circuit breakers. CFC Section 605.3.1
Are relocatable power strips UL listed? FH602	Relocatable power strips shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363 CFC 605.4.1
Are power strips plugged directly into outlets? FH610	Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. CFC 605.4.2 – 3

### **Flammable Liquids / Compressed Gases:**

Are flammable liquids in approved containers? FH705	Maintenance and operating practices shall be in accordance with established procedures which tend to control leakage and prevent the accidental escape of flammable or combustible liquids. CFC Section 5704.3.4.4
Is liquid storage exceeding 10 gal. in approved cabinet? FH 701	In all occupancies, quantities of flammable and combustible liquids, used for maintenance purposes and operation of equipment, in excess of 10 gallons shall be stored in approved liquid storage cabinets. Quantities not exceeding 10 gallons shall be stored in approved containers. CFC Section 5704.3.4.4
Are NFPA 704 placards exempt? FH 752	Stationary containers and tanks shall have NFPA 704 placards. Buildings containing hazardous materials in QUANTITIES REQUIRING A PERMIT shall have NFPA 704 placard displayed on the stationary containers and above ground tanks and at entrances on the exterior of the building. CFC Section 5003.5



## CHULA VISTA FIRE DEPARTMENT

Are compressed gas cylinders secured? FH708

Cylinders, containers, and tanks shall be secured to prevent falling due to contact, vibration, or seismic activity. Provide adequate label for all cylinders, containers, and tanks for their contents. CFC Section 5303.5.3

### Storage/Housekeeping:

Are electrical/mechanical rooms free of storage? FH654

Remove all combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. CFC Section 315.3.3

Is there 24" of clearance under ceilings in non FS buildings? FH655

Reduce/remove storage as all storage shall be maintained a minimum 24 inches below the ceiling in nonsprinklered buildings. CFC Section 315.3.1

Are dumpsters at least 5' from combustible walls? FH657

Dumpster's shall not be placed within five (5) feet of combustible walls, openings, or combustible roof eave lines except in areas protected by an approved sprinkler system. Relocate dumpster. CFC Section 304.3.3

Are oily rags being stored properly? FH 857

Provide approved self-closing metal cans for oil soaked rags and waste to be stored in. CFC 2311.2.3.2

### Permits:

Is all work permitted by a Bldg. Permit or DSA? FH 152

Obtain a building permit from the Chula Vista Building Department or DSA for work performed without a permit. CFC 102.4 or CFC 1.11.3.1

Are activities permitted with an operational permit from CVFD? FH 151

Obtain an operational permit form Chula Vista Fire Department. CFC Section 105.6

Is all FSE work permitted by CVFD or DSA? FH 153

Obtain a construction permit for work performed on fire protection systems from Chula Vista Fire Department or DSA CFC Section 405.4 or 102.4

### Other:

Is all decorative material flame resistant? FH 251

In Groups A, E, I, R-1, R-2, R-2.1, R-3.1 & R-4 all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated with a flame retardant by a licensed applicator. PROVIDE CSFM approved certification of material being non-flammable and/or REMOVE all flammable decorative materials. Title 19 Div. 1, Section 3.08

Are fire safety and evacuation plans provided? FH 254

Approved fire safety and evacuation plans shall be provided/prepared & maintained in applicable occupancies. Post evacuation maps in each classroom and place of assembly in and around the required exits. CFC Section 404



## **CHULA VISTA FIRE DEPARTMENT**

---

---

Are evacuation drills being performed & recorded? FH 255

Emergency evacuation drills shall be performed in occupancies and at frequencies dictated by CFC Section table 405.2. Provide documentation that fire drills are occurring at the required intervals. CFC 405

---

# YOUTH FIRESETTER PROGRAM

---

## YFS Program Information

The Burn Institute's Youth Firesetter Program (YFS) began as a diversion program in 1989, using education to prevent the youth from continuing to play with fire. Today the YFS program has significantly expanded and advanced. The program incorporates evidence-based risk assessment tools, and education to intervene in the dangerous firesetting behavior and stop it at the source.

### What does the program do?

- Respond to referrals from county fire departments, law enforcement, school officials, probation, juvenile justice systems, Metro Arson Strike Team, and others in San Diego and Imperial Counties (including self-referral)
- Provide risk assessments for future fire setting behaviors
- Provide education courses, which are cognitively and age appropriate with the youth and family about legal ramifications, fiscal ramifications, and the dangers to self and others
- Make referrals to community agencies to address compounding clinical issues
- Maintain database of referrals and assessment results for the juveniles

### Who does the program serve? What is the cost?

- Males and females under age 18 who are referred for fire setting behaviors are eligible for services
- Available in English and Spanish; other languages may require additional time to obtain an interpreter
- Services are provided free of charge to residents from the San Diego and Imperial Counties

### Why refer to the program?

- Each year, Burn Institute serves over 200 youth and their families with this program
- 55% of U.S. arson arrests are under the age of 18, and almost half of these arrests are 15 and under
- Arson is the 2nd leading cause of all fatal home accidents, and fire setting is the largest cause of home deaths among children \*
- Almost 34% of the victims of child-set fires are the children themselves \*
- Fire setting behavior can be costly, dangerous, and place children, families and the community at risk
- Our intervention program gives youth firesetters a second chance, and an opportunity to reach their maximum potential

\* Per Federal Emergency Management Administration

The program consists of an initial assessment in a casual setting in which confidential interviews are conducted with the child and parent/guardian to determine the reason behind the behavior. In addition to reviewing consequences of fire play, the family is responsible for fire safety activities including planning and practicing a home fire escape plan, testing smoke alarms in the home, and securing all matches and lighters.

If you have been referred to the YFS Program, you are asked to contact the Burn Institute within 72 working hours to schedule an appointment. The services are confidential and free.

### **Please contact the Youth Firesetter Program Coordinator at**

858-541-2277 x 118 or [YFS@burninstitute.org](mailto:YFS@burninstitute.org)  
8825 Aero Drive, #200 San Diego, CA 92123  
858-541-2277 ext. 118 858-541-7179 (fax)



**Youth Firesetter Program | Burn Institute**

8825 Aero Drive, #200 San Diego, CA 92123  
 858-541-2277 ext. 118 | 858-541-7179 (fax)  
 YFS@burninstitute.org

**INCIDENT REFERRAL FORM** - Assurance of informed consent protects the Burn Institute, you and the youth(s).

The completed Incident Referral Detail should be securely submitted to the Burn Institute via mail, e-mail or fax and any additional records, reports and photos may be attached or included.

This form is not to be given to the youth or adult guardian. Fill out a separate form for each youth being referred.

The referring agent is the law enforcement, fire service, school or juvenile justice professional filling out this formal referral for evaluation. If you do not meet the criteria, or you are a family member requesting services, please contact the Burn Institute for an appointment.

Ask if the adult from which you are receiving information is the youth’s legal guardian. Although any adult can provide referral information, the YFS Coordinator may only speak to a legal guardian to arrange the evaluation.

The referred individual’s contact information is confidential and secure; it will not be shared with third parties other than the referral source without a court order. The incident information is tracked separately from the youth’s identifying information and is used to generate reports about arson and explosives use for research purposes in collaboration with the Burn Institute and the International Association of Fire Fighters (IAFF) Youth Firesetting Database Project.

Provide to the youth’s parent/guardian via mail, e-mail or in person, the Burn Institute’s YouthFiresetter Program information sheet and ask that they contact the YFS Coordinator within 72 working hours to begin the evaluation services.

There is no cost for the Youth Firesetter Program and evaluation site options may be available.

**COMPLIANCE AND REPORTING OF INFORMATION**

This information should be shared with the parent/legal guardian over the phone or in person. Please confirm this information was provided by signing the document below.

- Although any adult can provide referral information, the YFS Coordinator may only speak to the youth’s parent(s) or legal guardian(s) to arrange evaluation.
- It is understood that the parent(s)/legal guardian(s) of the youth is responsible for contacting the YFS Coordinator within 72 working hours. If contact is not made within 72 working hours, the referring agency will be notified.
- The parent(s)/legal guardian(s) and youth require time to obtain an interpreter.
- The parent(s)/legal guardian(s) has a right to decline the YFS services at any time. Consequences of declining or not completing services should be addressed by the referring agency or legal counsel.
- The parent(s)/legal guardian(s) has been advised the Youth Firesetter services are free of charge.
- The parent(s)/legal guardian(s) of the referred youth has received a description of the YFS Program and contact information to reach the YFS Coordinator at the Burn Institute.

Referring Agent Name	Referring Agency	Station/Unit
Phone Number	Fax Number	E-mail
Preferred contact method: <input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail		
Please indicate which type of confidential reports you prefer to receive and the best method for you to receive securely. <input type="checkbox"/> Limited Report <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Termination <input type="checkbox"/> Other (please specify below)		

*Continues...*





**Youth Firesetter Program | Burn Institute**

8825 Aero Drive, #200 San Diego, CA 92123  
 858-541-2277 ext. 118 | 858-541-7179 (fax)  
 YFS@burninstitute.org

**INCIDENT REFERRAL DETAILS** – Please include only information for the most recent incident for which the individual is being referred.

Incident Date	Time	Location ( <i>specific address</i> )	City	Zip
Intent: If the youth intentionally struck a match, used a lighter, created a spark, used fireworks, crafted an explosive device, actively engaged in online or other research activity about fire setting or explosives, engaged in encouraging another to do so, intent should be endorsed. <input type="checkbox"/> Yes <input type="checkbox"/> No				
Use of Explosive: Any intentional detonation resulting from pressure or sudden heat release. <input type="checkbox"/> None <input type="checkbox"/> Fireworks <input type="checkbox"/> Chemical Bomb <input type="checkbox"/> Dry-ice bomb <input type="checkbox"/> Multi-Component Explosive Device <input type="checkbox"/> Other (describe below):				
Accelerants: Secondary materials used to make the fire burn hotter or faster. Use of Accelerant: <input type="checkbox"/> No <input type="checkbox"/> Yes (describe below)				
Targets: The thing(s) or person(s) intended to be burned. Target: <input type="checkbox"/> Match/Lighter/Ignition Source Only <input type="checkbox"/> Other (describe below):				
Collateral Damage: Thing(s) or person(s) which were burned or damaged incidentally without intent. <input type="checkbox"/> None <input type="checkbox"/> Yes (describe below):				
Number of Fatalities		Number of Injuries		Number of Persons Displaced
Estimated Damage Costs		Estimated Fire Service Costs		Estimated Law Enforcement Costs
What is the total estimated cost for services if known – include all expenses regardless of reimbursement: This information assists in compiling an annual report of estimated fiscal costs in San Diego County for youth fire and explosive activity.				
INCIDENT DESCRIPTION: Provide a short narrative and attach any available reports, photos, videos or documentation for this or any prior incident.				

Multiple Incident History: If the youth has ever intentionally created a flame, used fireworks unsupervised or has been present at historical incidents wherein another child was engaged in firesetting or explosives use, multiple incident history should be endorsed.  
 Yes  No

Youth's Name (Last, First)	Age	Gender	DOB (MM/DD/YYYY)	Grade	Race
Last School Attended	Primary Language spoken at home		Interpreter Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Street Address			City	Zip	
Legal Guardian (Last, First)			Relationship to Youth		
Guardian's Street Address (or same)			City	Zip	
Guardian's primary phone number			Guardian's e-mail		
2 <sup>nd</sup> Legal Guardian Name (Last, First)			Relationship to Youth		
2 <sup>nd</sup> Guardian's Street Address (or same)			City	Zip	
2 <sup>nd</sup> Guardian's Primary Phone Number			2 <sup>nd</sup> Legal Guardian's e-mail		

*This document is used for internal use and may not be distributed or reproduced in any form without expressed written permission.*

# School Fire Protection and Evacuation Plan

---

**Myrtle S. Finney Elementary School  
3950 Byrd Street, San Diego, CA 92154**

## COLLABORATING AGENCIES

San Diego County Office of Education  
San Diego County Office of Emergency Services  
San Diego County Sheriff's Department  
CA Dept. of Forest & Fire Protection  
San Diego Fire Department Local Fire Department  
San Diego Police Department Local Law Enforcement

---

<b>CONTENTS</b>	<b>PAGE</b>
<b>Overview</b>	
<b>Fire Evacuation Decision Tree</b>	
<b>Emergency Fire Evacuation</b>	
<b>Voluntary Evacuation/Unplanned Early Dismissal/Precautionary Closure</b>	
<b>Shelter-in-Place</b>	
<b>Remaining in Session – Maintaining Situational Awareness</b>	
Campus Overview and Maps	
School Overview	
Transportation Overview	
Emergency Preparedness Plan	
Emergency Evacuation Plan	
Voluntary Evacuation/Unplanned Early Dismissal/	
Shelter-in-Place Procedures	
Maintaining Situational Awareness	
Emergency Communications Plan	
Contact List	

# OVERVIEW

---

The purpose of this School Protection and Evacuation Plan (SPEP) is to help school officials and collaborating agencies coordinate preparedness efforts to protect life, property, and critical infrastructure at this site in advance of a disaster, and to clearly outline procedures and protocols for when evacuation or voluntary dismissal becomes necessary.

In preparing this document, school administrators should meet with local fire and law enforcement representatives prior to an emergency to discuss preparedness considerations for your facility. Fire and law enforcement officials can assist in the identification and coordination of evacuation routes and traffic patterns, as well as shelter-in-place procedures and protocols. Fire representatives can also assist in evaluating a facility's defensible space and fire mitigation efforts.

Administrators should also meet with district officials to coordinate availability of resources, including alternative safe zones, parent/student reunification areas, and transportation options if it becomes necessary to evacuate all students and staff.

This document is designed to serve as a template to guide school administrators in the creation of a locally-focused emergency preparedness and response plan. Working in coordination with fire and law enforcement representatives and district officials, school administrators can add facility-specific characteristics and details to general emergency related information, thereby providing each school site with its own unique emergency preparedness and response plan.

Prior to a disaster, school administrators should have emergency preparedness plans in place. Once an emergency occurs, particularly during fast-moving fires or "no notice" disasters, school administrators may need to decide whether to evacuate or shelter-in-place before receiving official notification from first responders.. School administrators should also understand the terminology used by fire and law enforcement personnel in San Diego County and plan for Evacuation Warnings, Evacuation Orders, Voluntary Evacuations/Early Dismissals and Sheltering-in-Place.

On the following page is an Evacuation Decision Tree to assist schools in making the decision about whether to evacuate, shelter-in-place or remain in session. The succeeding pages contain additional general information on each option.

The end of the document contains various appendices designed to serve as templates for site-specific emergency preparedness and response protocols, procedures and plans. Each appendix contains guidance on how to personalize the section with information specific and relevant to each facility. It is recommended that school administrators work with local fire and law enforcement representatives and district officials when filling out these sections.

---

# CAMPUS OVERVIEW AND MAPS

## Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Chula Vista Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

## Myrtle S. Finney Elementary School Campus Overview

Approximate Enrollment	430
Approximate Special Education Enrollment	52
Approximate # of Staff	50
Approximate # of Bus Riders	TBD
Approximate # of Special Education Bus Riders	TBD
School Hours: 1st - 6th Grades, Monday - Thursday	7:45-2:15
School Hours: 1st - 6th Grades, Friday	7:45-1:00
School Hours: Kinder, Monday - Thursday	7:45-2:00
School Hours: Kinder, Friday	7:45-1:45
School Hours: Pre-K/Transitional Kinder (Monday - Thursday)	N/A
School Hours: Pre-K/Transitional Kinder (Friday)	N/A
Law Enforcement Agency	San Diego Police Department
Fire Agency	San Diego Fire Department
Before-School Program Hours	6:30-7:30
After-School Program Hours	2:15-5:45

## Myrtle S. Finney Elementary School Assembly Areas

Incident Command Post	Softball field
Request Gate	Front gate
Release Gate	Gate adjacent to auditorium
Primary Evacuation Site	Central blacktop
Secondary Evacuation Site	Track
Off-Site Evacuation Site	Palm Ridge Park
Sister CVESD School Site(s)	Juarez-Lincoln Elementary

## Myrtle S. Finney Elementary School Fire Defensibility

Year of construction	1961
Building materials	wood frame, drywall, lathe and plaster
Sprinkler systems	none
Defensible space	adequate
Temporary classrooms	2 (CDA)
Topography	Finney is located in a residential area and is adjacent to a large canyon.

## Myrtle S. Finney Elementary School Ingress and Egress Routes

In an emergency situation, we would use cones to create lanes for entering and exiting the parking lot for student pick up. Byrd Street is the only way to access Finney by road. Our school is bordered on the north side by a large canyon.

---

# ONSITE EVACUATION ROUTE AND EMERGENCY MAP

**Confidential**

**Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.**

**Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Chula Vista Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)**



## **OFFSITE EVACUATION ROUTE AND EMERGENCY MAP**

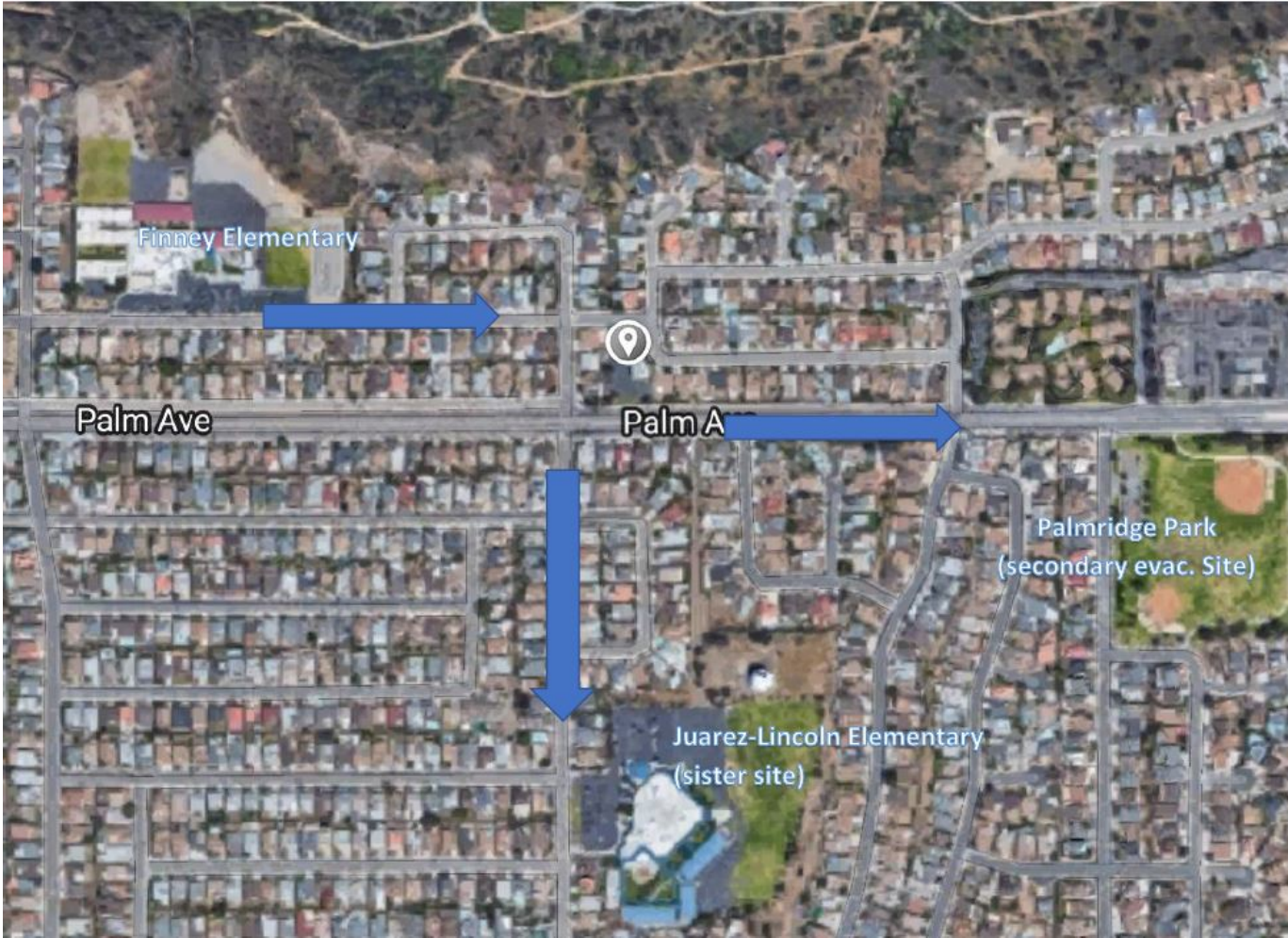
### **Confidential**

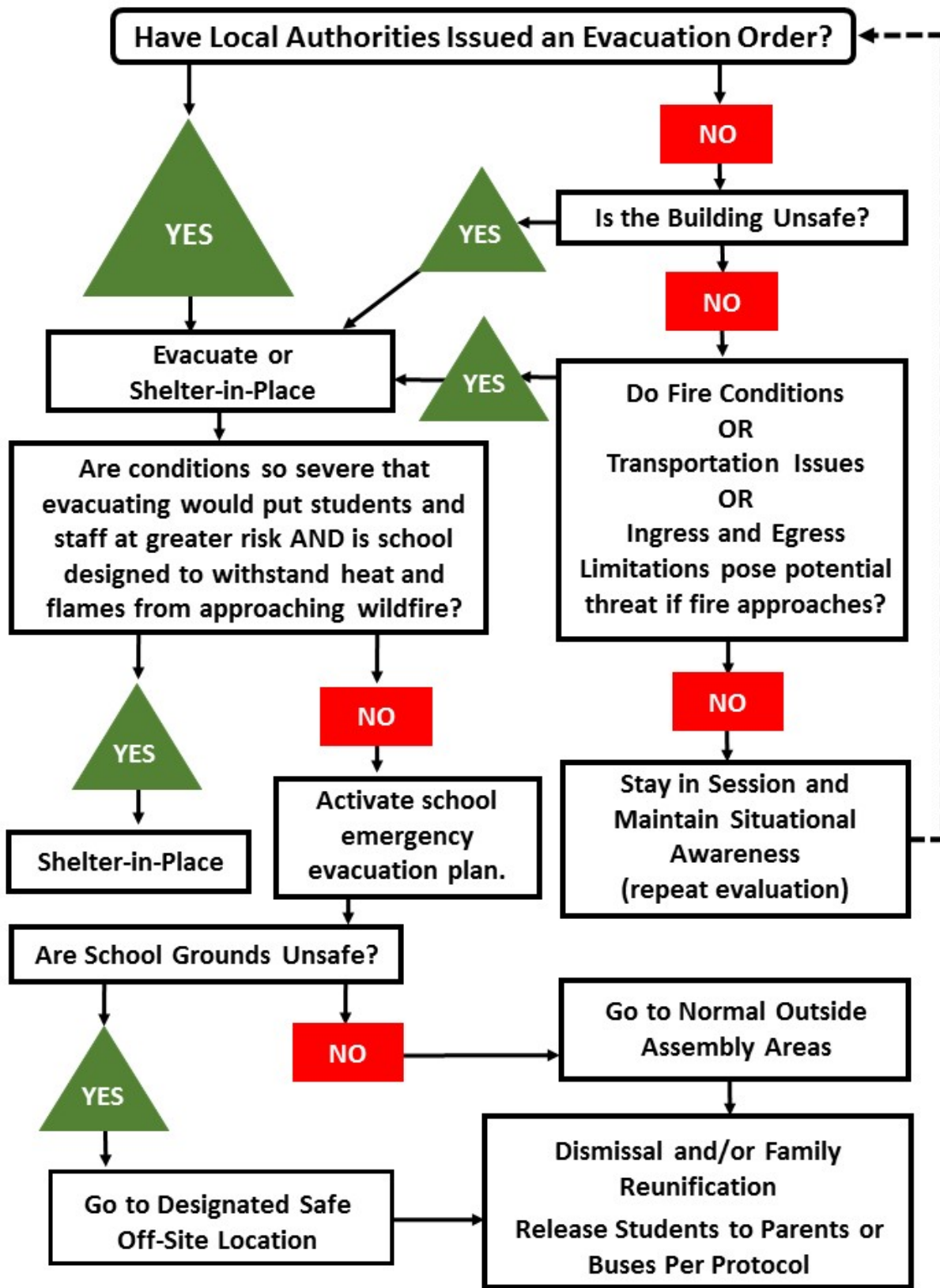
**Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.**

**Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Chula Vista Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)**

---







# EMERGENCY EVACUATION

---

## GENERAL INFORMATION

In an emergency, local officials may issue either an Evacuation Warning or an Evacuation Order:

**Evacuation Warning:** The alerting of people in an affected area of potential threat to life and property. An Evacuation Warning considers the probability that an area will be affected within a given timeframe and prepares people for a potential Evacuation Order. Evacuation Warnings are particularly necessary when dealing with a variety of issues such as large school populations or people with disabilities and access and functional needs. In a fast moving fire there may not be time for first responders to issue an Evacuation Warning (prepare to evacuate).

**Evacuation Order:** Requires immediate movement of people out of an affected area due to an imminent threat to life.

Once an Evacuation Warning or Order has been issued, school administrators should listen to and comply with directions provided by law enforcement to maintain a safe and streamlined evacuation process.

Communicating emergency evacuation plans with parents and staff in advance of an emergency is crucial.

**Site Reunification Plan:** See the Site Reunification Plan in Comprehensive School Safety Plan, Appendix C

## Myrtle S. Finney Elementary School FIRE EMERGENCY EVACUATION PLAN

**This section is intended to provide an overview of procedures to follow when an emergency external evacuation becomes necessary.**

- Call the Superintendent's Office to make notification of planned evacuation and/or seek guidance for logistics.
  - Either contact or ensure a district office employee contacts the evacuation site (CVESD School or other determined location) to discuss arrival and reunification with parents.
  - Notify Transportation if buses are needed.
  - Notify ALL staff of necessary evacuation preparation steps.
    - Gather emergency backpack/classroom supplies, specifically Emergency Cards.
    - Any hazard areas/areas to avoid when evacuating, etc.
    - Unplug all electrical items in classrooms and offices, if time.
    - Process for accountability (when and how to take attendance).
    - Give students specific instructions on actions to be taken (bus number, what to do once at evacuate site, etc.).
    - **Custodians:** Ask fire department if you should turn off the gas and water (to provide more water pressure for hydrants).
  - Make notifications to parents/guardians (School Messenger, PeachJar, etc.). Call Director of Communications at x181328 for assistance in communication with parents, guardians and the larger community.
  - Office staff should gather emergency supplies, specifically the Command Box and Emergency Cards.
  - Use the Site Reunification Plan in Comprehensive School Safety Plan, Appendix C as necessary
-

- Use the Evacuation Planning for Special Needs document in Comprehensive School Safety Plan, Appendix B, as necessary.

## **VOLUNTARY EVACUATION, UNPLANNED EARLY DIMISSAL OR PRECAUTIONARY CLOSURES**

### **General Information**

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

Occasionally, an unforeseeable event or emergency may require the closing of a school for a period of time. The decision to close schools, or alter opening and closing times is made by the superintendent of the school district. This decision may be made in consultation with the National Weather Service and first responder agencies. Notification of emergency closings should be given as soon as possible so parents and guardians can make arrangements for students to be cared for during these times. The decision to close schools is based on many considerations, the most important of which is the safety of students, staff, parents, and others in the community.

If the decision is made to initiate an early dismissal and voluntarily evacuate the school due to a potential fire threat, please refer to Voluntary Evacuation/Unplanned Early Dismissal/Precautionary Closure in this plan.

Communicating voluntary evacuation/early dismissal plans with parents and staff is crucial. Please refer to Emergency Communications Plan.

### **Myrtle S. Finney Elementary School Voluntary Evacuation, Unplanned Early Dismissal or Precautionary Closure Procedures**

**During fast moving fires or “no notice” events it may be necessary for school administrators to initiate an evacuation without a direct order from first responders. School administrators should consider, in advance, the circumstances that may necessitate a voluntary evacuation or unplanned early dismissal. This section is intended to provide an overview of procedures to follow when it becomes necessary to initiate a voluntary evacuation/early dismissal.**

Call the Superintendent's Office to make notification of planned evacuation and/or seek guidance for logistics.

- Either contact or ensure a district office employee contacts the evacuation site (CVESD School or other determined location) to discuss arrival and reunification with parents.
  - Notify Transportation if buses are needed.
  - Notify ALL staff of necessary evacuation preparation steps.
    - Gather emergency backpack/classroom supplies, specifically Emergency Cards.
    - Any hazard areas/areas to avoid when evacuating, etc.
    - Unplug all electrical items in classrooms and offices, if time.
    - Process for accountability (when and how to take attendance).
    - Give students specific instructions on actions to be taken (bus number, what to do once at evacuate site, etc.).
-

- **Custodians:** Ask fire department if you should turn off the gas and water (to provide more water pressure for hydrants).
  - Make notifications to parents/guardians (School Messenger, PeachJar, etc.). Call Director of Communications at x181328 for assistance in communication with parents, guardians and the larger community.
  - Office staff should gather emergency supplies, specifically the Command Box and Emergency Cards.
  - Use the Site Reunification Plan in Comprehensive School Safety Plan, Appendix C as necessary
  - Use the Evacuation Planning for Special Needs document in Comprehensive School Safety Plan, Appendix B, as necessary.
-

# SHELTER-IN-PLACE

---

## General Information

In some instances, when an evacuation may put students and staff at greater risk, it may be necessary to shelter-in-place. This *may* be the most appropriate protective action during a fast moving, approaching wildfire, when leaving school grounds poses more of a danger than remaining in place.

Under the best circumstances, sheltering-in-place should be considered when an entire school is designed to withstand heat and flames from an approaching wildfire. In other words, the entire school must be built with ignition-resistant design qualities, including well maintained vegetation management such as fire district-approved landscaping, with a minimum 100-foot defensible space surrounding all structures. Local fire authorities can assist in evaluating a facility's defensible space and fire mitigation efforts.

Communicating shelter-in-place plans with parents and staff is crucial.

## Myrtle S. Finney Elementary School Fire Specific Procedures

If the school is unable to safely evacuate from the area, or if evacuating puts students and staff at greater risk, a fire resistant building is the safest place to seek shelter to wait out the fire. The following are actions that can be taken to shelter-in-place. Work with your local fire department to finalize a plan for your school.

### Shelter-in-Place Procedures (Local Fire Department)

1. Stay indoors and wait for the wildfire-front to pass. Depending on advice from fire personnel, possibly move all students to one building/location to Shelter-in-Place
  2. Call 9-1-1 (if emergency responders are not already on scene) to let them know you are sheltering-in-place.
  3. Notify school district office.
  4. Work with District Director of Communications to advise parents not to attempt to pick up children from school.
  5. If landlines go down, try using a cellular phone as an alternative or emergency radios.
  6. Since the electricity may go out, have a battery or solar-powered radio, with extra batteries.
  7. Listen for fire updates.
  8. Utilize Lockdown/Secure Campus Toilet Kits, if necessary.
  9. Have trained staff members protect students and institute proper emergency procedures, including accountability procedures, on site.
  10. If time and conditions permit, move anything that can catch fire away from the exterior of classrooms, including combustible furniture, fabric, cloth awnings, and trash cans. Re-locate these items to the furthest point outside, away from buildings.
  11. If time and conditions permit, attach garden hoses to outdoor spigots. Place hoses so they can reach around any area of the building.
  12. Turn off all fans and air conditioning/heating units.
  13. Close all interior and exterior doors and windows to prevent embers from entering your building. Draw draperies and window coverings wide open, well past the perimeter of the window. This will prevent radiant heat from catching the window coverings on fire.
  14. Do not cover the inside of windows with foil or any other materials.
  15. Move interior furniture away from windows to prevent radiant heat from catching the furniture on fire.
-

# REMAINING IN SESSION – MAINTAINING SITUATIONAL AWARENESS

---

If there is a wildfire burning in the general area of your school, but law enforcement has not yet issued an evacuation order, it may be safest to remain in session, maintain situational awareness and make preparations for evacuation if and when local authorities require it. The decision to remain in session will depend on the specific event relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography.

If the decision is made to remain in session, maintaining situational awareness is crucial.

When a wildfire is burning in the area, refer to the Evacuation Decision Tree throughout the day and update decision-making as necessary.

**The following are some local information resources.**

## Law Enforcement Partners

- Chula Vista Police Department - [www.chulavistaca.gov/departments/police-department](http://www.chulavistaca.gov/departments/police-department)
- San Diego Police Department - [www.sandiego.gov/police](http://www.sandiego.gov/police)
- San Diego Sheriff's Department - [www.sdsheriff.net](http://www.sdsheriff.net)

## Fire Department Partners

- Chula Vista Fire Department - [www.chulavistaca.gov/departments/fire-department](http://www.chulavistaca.gov/departments/fire-department)
- Bonita Fire Department [www.bonitafd.org](http://www.bonitafd.org)
- San Diego Fire Rescue - [www.sandiego.gov/fire](http://www.sandiego.gov/fire)

## SDCountyEmergency.com

- During a disaster, this website will be promoted by the County of San Diego to the media/public as the official disaster information website.
- The site will include:
  - Maps; Evacuation areas; Disaster perimeter; Shelter locations; Local Assistance Center locations; Press Releases; and other pertinent disaster-related information.

## ReadySanDiego.org

- Before a disaster strikes, this website provides preparedness information, resources and tools.

## SDCountyRecovery.com

- Following a disaster, this website provides recovery information, resources and tools.

## SD Emergency Mobile Application

- Provides push notifications (disaster updates) to your mobile device
- Places SDCountyEmergency website in your palm

## 2-1-1 San Diego

- Provides a 24/7 toll-free hotline connected to a highly trained team providing up-to-date information during an emergency.
-

- Vital information about conditions and services such as road closures, evacuation routes, shelters and more.
- If Life/Safety, call 9-1-1.

## Social Media

- Twitter
  - @readysandiego (English)
  - @listosandiego (Spanish)
  - @ChulaVistaPD
  - @SanDiegoPD
  - @SDSheriff
  - @SDFD
  - @NWSSanDiego
  - @SDCaltrans
  - @CALFIRESANDIEGO
- Facebook
  - ReadySanDiego
  - Chula Vista Police Department
  - San Diego Police Department

## AlertSanDiego

- A regional notification system that sends telephone notifications to residents and businesses within San Diego County impacted by, or in danger of being impacted by, an emergency or disaster.
- Landlines are automatically registered, mobile phones are “opt-in.”
- Register your cell phone to receive evacuation/shelter-in-place warnings from first responders on your mobile device.
  - <http://www.readysandiego.org/alertsandiego/>

## Accessible AlertSanDiego

- Part of the AlertSanDiego system that provides messaging for residents of San Diego County who are deaf, blind, hard of hearing, and deaf/blind before, during, and after a disaster.
- Register:
  - <http://www.readysandiego.org/alertsandiego/>

## Wireless Emergency Alerts (WEA)

- Emergency notifications that are broadcast to cell phones in a targeted area with no “opt-in” of mobile phones required.
- Alerts residents about the emergency with important, but limited information:
  - Emergency location
  - What actions residents should take
  - How they can find out more information.
- For more information on WEA visit: [www.fcc.gov/consumers/guides/wireless-emergency-alerts-wea](http://www.fcc.gov/consumers/guides/wireless-emergency-alerts-wea)

## Emergency Alert System (EAS)

- A national public warning system
-



- Broadcasters, satellite digital audio service and direct broadcast satellite providers, cable television systems, and wireless cable systems are required to provide a communications capability to address San Diegans within 10 minutes during an emergency.
- The primary Emergency Alert System station for San Diego County is radio station KOGO AM 600. The secondary station is KLSD AM 1360.
- For more information on EAS visit: [www.fema.gov/emergency-alert-system](http://www.fema.gov/emergency-alert-system)

## TRANSPORTATION OVERVIEW

CVESD Buses available during normal operations:	13
Total number of CVESD buses which can be accessed during an emergency:	Twenty-five (25) seating 75 passengers or more, Fifty (50) with various seat capacity and wheelchair positions

CVESD owns a fleet of buses.

Requests for service can be made directly to the District office or Transportation Department. Availability is determined by pre commitment and location of requested service; most buses can be in any location within the District in 25 minutes or less. Increased traffic will have a dramatic impact on bus services.

San Diego County school districts participate in a mutual support agreement which will allow for CVESD to request bus service from other San Diego districts for use during an emergency.

CVESD has the transportation resources to move any CVESD campus and strives to provide this service at the local level without engaging in requests for mutual aid; however, if circumstances arise which prohibits the immediate evacuation of CVESD students using the bus fleet, mutual aid will be requested.

It is anticipated that traffic congestion or accidents may provide challenges in evacuating schools via buses. With few main east/west thoroughfares running through Chula Vista, it should be anticipated that during a fire evacuation, many of these roads will be impacted.

# EMERGENCY PREPAREDNESS PLAN FOR PARENTS

---

## WAYS IN WHICH PARENTS AND GUARDIANS CAN HELP BEFORE, DURING AND AFTER AN EMERGENCY

- Check and update the emergency card information in the front office of your school any time you or one of the contacts change information.
  - If you or any of the emergency contacts are ever asked to pick up a child at the school during a large-scale emergency or a medical event for a single child, please remember to bring your identification card. We are unable to release children to any person who does not have proper ID. We are only allowed to release children to those individuals listed on the emergency card, no exceptions.
  - Be patient if we have to engage in an emergency reunification process between parents and students. We have many students that we need to keep secure. When working with hundreds of students and parents/guardians, this takes time. We will reunify you with your child as soon as we can, but we also need to check every adult to ensure they appear on the emergency card.
  - Ensure that you are registered to receive text messages on your cell phone through our emergency notification system. To opt in, please text “Y” or “Yes” to 67587.
  - In any emergency, please remember that we want to keep phone lines open so our first responders such as fire, law enforcement and emergency medical personnel can use the phone lines to get life-saving resources to the scene(s). Therefore, the BEST form of communication between family members and friends during an emergency is texting.
  - Do not come to the school during an emergency unless you are asked to do so. You and your car will be blocking emergency personnel from possibly getting life-saving resources to your child. If your child’s school is on lockdown, you will not be able to pick-up your child. We will not be answering the door or allowing people on campus.
  - If an incident happens at your child’s school, please know that our staff will first handle the emergency, ensure life safety, and then communicate with you. It is critical to take life-saving measures before texting about it.
  - Be mindful of your social media presence. Please do not post specific information about your child’s school on social media websites. While a majority of people online, are good, law-abiding individuals, we know that some may want to use the information you post for harm.
  - If an incident happens at your child’ school, follow the instructions of law enforcement and school administrators. We train and exercise for emergencies so are better prepared to guide everyone to the most appropriate actions and facilitate a response that does not cause more stress for our children.
  - If you find that your child exhibits violent or other concerning behaviors, please get them help through your own insurance plans, faith-based organizations, or community resources. In addition, CVESD can provide
-

some assistance through Family Resource Centers, operated under the Chula Vista Community Collaborative (<http://www.chulavistacc.org/>).

- Do not allow your child to bring knives or other weapons to school. Schools are not the location for these instruments, even if they are used in Boy/Girl Scout and other group activities.
- If you have guns or other weapons at your home, keep them in a locked safe. If it is a combination lock, change the combination frequently.
- Be prepared at home! FEMA asks us to “Get a Kit; Have a Plan; Be Informed.” Your children are more likely to experience an emergency at home than at school or in the community. They need to know what to do and they want to be assured that you, as a family, are prepared. Involve them in getting prepared, and putting together an emergency kit. Make it a fun activity for the whole family. Talk to them about how to evacuate their room if there is a fire and where to drop, cover, and hold-on if there is an earthquake. If you need suggestions on how to talk to children or activities to help them understand what to do during an emergency, here are resources we recommend:

**Ready Kids at [www.readykids.gov](http://www.readykids.gov)**

**En Español at [www.ready.gov/es/ninos](http://www.ready.gov/es/ninos)**

- Launched in February 2003, Ready is a National public service campaign designed to educate and empower the American people to prepare for, respond to, and mitigate emergencies, including natural and man-made disasters. The goal of the campaign is to promote preparedness through public involvement. Ready Kids is for both parents and children. It provides activities and games for kids to engage in order to learn more about disasters and how to prepare for them and provides parents guidance on how to talk to children about disasters.

**Sesame Street Emergency Preparedness at [www.sesamestreet.org/ready](http://www.sesamestreet.org/ready)**

**En Español at [www.sesamestreet.org/node/1212?language=es](http://www.sesamestreet.org/node/1212?language=es)**

- The much-loved Sesame Street characters provide videos, activity sheets, puzzles, and games for kids as well as checklists and talking points for caregivers!

**What parents SHOULD do during an emergency:**

1. Monitor the district and school website and the school/district OFFICIAL social media sites for more information.
2. Always listen to any messages or read text messages that the school or district sends.
3. Tune into local TV/Radio stations for official school news alerts. Instruct parents where they can find up-to-date information from the school and/or district.
4. Rely only on official communication from the school or public safety officials.
5. Listen for official information regarding reunification.
6. Expect that it may take time to get correct information. Our staff will FIRST handle the incident for your child’s safety, and then communicate information to you as it becomes available.

**What parents SHOULD NOT do:**

1. Call or rush to the school. Excessive traffic (both phone or physical) may interfere with emergency responders’ ability to curtail the disaster or render life-saving aid to those in need.
-

# EMERGENCY COMMUNICATIONS PLAN

---

## **Myrtle S. Finney Elementary School Procedures for Emergency Communications**

### **Make contact with the Superintendent's Office.**

### **Designate a spokesperson.**

In most cases the spokesperson should be the person possessing the most direct knowledge of the crisis (for example: the school principal in the event of a school incident). In cases of a significant crisis, the Superintendent or Director of Communications shall take the lead in conveying the administration's response to the crisis using points from the fact sheet (see below). The goal of the spokesperson is to show that the District has control of the situation, calm public concern and set an example for the District. Communications spokesperson(s) from specific areas may also be designated (i.e., Transportation, Human Resources, Nutrition Services, etc.).

### **Notify key constituencies.**

Determine key constituencies that need to be informed of the crisis. It is important to keep administration, faculty, staff and students informed of appropriate details and actions taken by the District during an emergency. Effective communications will help quell rumors, maintain morale and ensure continued orderly operations of the District. It may be necessary to develop different messages for the different constituents. Among the groups that should be considered for communication in a crisis situation are:

- Administration, faculty and staff
- Students
- Families of students
- Law enforcement agencies
- Board of Education
- County Office of Education
- County Office of Emergency Services
- Local community
- Local and national media
- California Department of Education and other government entities
- PTA, school community councils, booster clubs, or other associations/organizations

### **Determine multiple ways to communicate.**

- School Messenger (email, voice, text, etc.)
  - Email
  - Texting
  - Social Media
-

- School Website
- District Website
- PeachJar
- Emergency Radio

### **Draft and distribute a fact sheet or vital information summary.**

The fact sheet should contain a summary statement of the situation including all known details to be released to the media and key media talking points. This fact sheet should be analyzed with respect to the public's right to know and concerns for privacy and security in consultation with general counsel. The fact sheet should be distributed to all key District officials. The Communication Team should decide whether or not to make the fact sheet available to the media or simply used by spokespersons as talking points.

### **Alert the media.**

Determine whether a news conference and or news release is an appropriate means of conveying information to faculty, staff, students, the news media and the public. The Director of Communications, in consultation with the Superintendent or designee, will determine logistics of the news conference including when, where and how the media will be contacted, which media will be contacted, who will supervise the news conference, who will appear, etc.

### **Determine photography needs.**

Decide the need to assign videographers and photographers to take pictures of the scene. This may prove helpful in responding to media inquiries, to possible later litigation, as well as documenting events.

### **Establish internal communications.**

Determine an internal communications strategy to be used if the crisis affects students and/or employees, working closely with the Human Resources Department and the Director of Communications. The Director of Communications can set up specialized broadcast e-mail messages to District employees. School sites should establish own internal communications using the Incident Command System.

### **Determine meeting schedule.**

Determine a meeting schedule for the school site staff for the duration of the crisis for communicating important information. Determine a meeting schedule with district.

### **Determine the necessity of outside help.**

---

APPENDIX E

**CARDIAC EMERGENCY RESPONSE PLAN**

---

# **CARDIAC EMERGENCY RESPONSE PLAN**

This Cardiac Emergency Response Plan is adopted by Myrtle S. Finney Elementary School effective .

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

*Note:* Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

## **The Cardiac Emergency Response Plan of shall be as follows:**

### **1. Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

### **2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.

### **3. Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for Myrtle S. Finney Elementary School:
-

- (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
  - (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (b) Myrtle S. Finney Elementary School will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The School Nurse or Attendance & Health Secretary will be responsible for verifying equipment readiness and for maintaining maintenance activity.
  - (c) Additional Resuscitation Equipment: It is recommended that a resuscitation kit shall be connected to the AED carry case or available to each team member. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
  - (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
  - (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment.

#### **4. Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
    - (1) In cafeteria, health office, faculty break room and in the front school office.
    - (2) Adjacent to each AED.
    - (3) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
    - (4) At other strategic school campus locations, including outdoor physical education and athletic areas.
    - (5) Attached to all portable AEDs.
  - (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
    - (1) All staff and administrators at the start of each school year, with updates distributed as made.
    - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
    - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
-



- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

## **5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use**

### (a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **(insert name of school/school district)** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

### (b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. It is recommended that each school perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. Myrtle S. Finney Elementary School shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill held (if applicable). The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

## **6. Local Emergency Medical Services (EMS) integration with the school/school district's plan**

---

- (a) The Chula Vista Elementary School District shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) The Chula Vista Elementary School District shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. **Annual review and evaluation of the Plan**

Myrtle S. Finney Elementary School shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the school's response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
  - (2) Determine the procedures for the release of information regarding the cardiac emergency.
  - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
  - (4) The identification of the person(s) who responded to the emergency.
  - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
  - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
  - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
-

- (b) A review of the documentation for any Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
  - (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.
-

# Myrtle S. Finney Elementary School Cardiac Emergency Response Team

## Protocol

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

### **Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:**

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

### **Facilitate immediate access to professional medical help:**

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
  - Immediately contact the members of the Cardiac Emergency Response Team.
    - Give the exact location of the emergency. ("Mr. /Ms. \_\_\_ Classroom, Room # \_\_\_, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
  - If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
    - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
-

- Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

### **Start CPR:**

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
  - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
  - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3<sup>rd</sup> the depth of the chest for children under 8 years old.
  - Follow the 9-1-1 dispatcher's instructions, if provided.

### **Use the nearest AED:**

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
  - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

### **Transition care to EMS:**

- Transition care to EMS upon arrival so that they can provide advanced life support.

### **Action to be taken by Office / Administrative Staff:**

- Confirm the exact location and the condition of the patient.
  - Activate the Cardiac Emergency Response Team and give the exact location if not already done.
  - Confirm that the Cardiac Emergency Response Team has responded.
  - Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
  - Assign a staff member to direct EMS to the scene.
  - Perform "Crowd Control" – directing others away from the scene.
  - Notify other staff: school nurse, athletic trainer, athletic director, etc.
  - Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
  - Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
  - Designate people to cover the duties of the CPR responders.
  - Copy the patient's emergency information for EMS.
  - Notify the patient's emergency contact (parent/guardian, spouse, etc.).
  - Notify staff and students when to return to the normal schedule.
-

- Contact school district administration.

## CARDIAC EMERGENCY RESPONSE PLAN SITE INFORMATION

School:	Myrtle S. Finney Elementary School
Address:	3950 Byrd Street, San Diego, CA 92154
Phone:	619-690-1334
Nearest Cross Streets:	Twining and Piccard
AED #1 Location:	Auditorium, east wall next to stage
AED #2 Location:	N/A

## Cardiac Emergency Response Team Members

Team Member Name	CPR/AED Training Expiration	Location/Room Number	Alternate Location	Phone/Extension
Giulia Longo	8/2021	406		300406
Melissa Showman	5/2020	502		300502
Elena Gillespie	5/2020	203		300203
Crystal Allmon	4/2021	playground		300100
Dorothy Nguyen	8/2021	402		300402
Tim Schafer	1/2020	702		300702
Alyssa Adams	4/2021	606		300606

# **INJURY AND ILLNESS PREVENTION PLAN**

---

Chula Vista Elementary School District

Revised: July 14, 2020

## INJURY AND ILLNESS PREVENTION PROGRAM

Chula Vista Elementary School District  
84 East J Street  
Chula Vista, CA 91910

School District Name and Address

Anthony Carlton, ARM  
Director of Benefits/ Risk Management

Name and Contact Information for Individual Completing this form

### ASSIGNMENT OF RESPONSIBILITY (Title 8 California Code of Regulations §3203(a)(1))

Our school district's lead Injury and Illness Prevention Program (IIPP) administrator is:

Anthony Carlton, Director of Benefits/Risk Management  
84 East J Street  
Chula Vista, CA 91910  
619-425-9600, Ext. 1352

---

IIPP Administrator's Name, Job Title, and Contact Information (address, phone numbers)

(Optional) Our school district's co-administrator for our IIPP is:

Sherry Stone, Emergency Preparedness and Security Manager  
84 East J Street  
Chula Vista, CA 91910  
619-425-9600, Ext. 1327

---

Co-Administrator's Name, Job Title, and Contact Information (address, phone numbers)

This IIPP applies to all schools in our district.

(Optional but recommended.) Each school in our district has been assigned a safety supervisor. School-site safety supervisors are responsible for implementing and maintaining this IIPP at their school sites and for answering employee questions about the district's IIPP. Each school-site safety supervisor has a copy of this IIPP. A list of all the district's school-site safety supervisors who will implement and maintain the IIPP at their school sites is attached as Form A.

The master copy of this IIPP can be found at: 84 East J Street, Chula Vista, CA 91910

Other copies of the IIPP can be found at: All School Sites

**HAZARD ASSESSMENT/INSPECTION** (Title 8 CCR §3203(a)(4))



Periodic inspections to identify and evaluate hazards in our schools sites will be performed by one or more of the following checked individuals:

School-site safety supervisors in their school sites

Our district's IIPP Administrator(s)/SASH Coordinator(s)

Other: San Diego County Schools Joint Powers Authority Loss Control

Periodic inspections are always performed according to the following schedule:

When we initially established our IIPP.\*

Whenever new substances, processes, procedures or equipment which present potential new hazards are introduced into our workplace.\*

Whenever new, previously unidentified hazards are recognized.\*

Whenever occupational injuries and illnesses occur.\*

Whenever workplace conditions warrant an inspection.\*

When we hire and/or reassign permanent or intermittent workers to processes, operations, or tasks for which a hazard evaluation has not been previously conducted.\*

Other times:

#### **ACCIDENT/EXPOSURE INVESTIGATIONS (Title 8 CCR §3203(a)(5))**

Investigations of workplace accidents, hazardous substance exposures and near accidents will be conducted by:

Anthony Carlton, Director of Benefits/Risk Management

Direct Supervisors of an employee after a workplace accident, hazardous substance exposure or near accident.

---

Name and Job Title

Our procedures for investigating workplace accidents and hazardous substance exposures include:

Visiting the scene as soon as possible.

Interviewing injured employees and witnesses.

Determining the cause of the accident/exposure.

Examining the workplace and the incident for underlying causes associated with the accident/exposure.

Taking corrective action to prevent the accident/exposure from reoccurring.

Recording the findings and actions taken.

---

Other:

### **HAZARD CORRECTION** (Title 8 CCR §3203(a)(6))

Items with an asterisk (\*) are activities that are required by Cal/OSHA for compliance with the IIPP standard.

Unsafe or unhealthy work conditions, practices or procedures will be corrected in a timely manner based on the severity of the hazards. Hazards will be corrected according to the following procedures:

When observed or discovered;\* and

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed employees from the area except those necessary to correct the existing condition. Employees who are required to correct the hazardous condition will be provided with the necessary protection and training.\*

### **COMMUNICATION WITH EMPLOYEES ABOUT SAFETY** (Title 8 CCR §3203(a)(3))

All supervisors are responsible for communicating with their employees about occupational safety and health in a form readily understandable by all employees. Our communication system encourages all employees to inform supervisors about workplace hazards without fear of reprisal.

Our communication system includes all of the following checked items:

- A. New employee orientation including a discussion of safety and health policies and procedures.\*  
Follow-through by supervisors to ensure effectiveness.\*  
Worksite-specific health and safety training.\*  
Regularly scheduled safety meetings. Our safety meetings are held on the following schedule:  
Regularly scheduled safety meetings. Our safety meetings are held on the following schedule:  
Posted or distributed safety information.\*  
A system for employees to anonymously inform administration about workplace hazards.\*  
This system involves: Submitting a comment through the “Let’s Talk” platform. (This allows employees to remain anonymous.)

--OR--

- B. Our district elects to use a labor/management health and safety committee to meet all the requirements of Title 8 CCR §3203(c)(1) – (7), thereby complying with the communication requirements of Title 8 CCR §3203(a)(3).
-

C. Other methods we use to ensure communication with and involvement of employees include:

**TRAINING AND INSTRUCTION** (Title 8 CCR §3203(a)(7))

All employees, including supervisors, will have training and instruction on general and job-specific safety and health practices. Training and instruction is provided according to the following schedule:

When our IIPP was first established.\*

To all new employees.\*

To all employees given new job assignments for which training has not previously provided.\*

Whenever new substances, processes, procedures, or equipment are introduced to the school district and represent a new hazard.\*

Whenever anyone is made aware of a new or previously unrecognized hazard.\*

To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.\*

To all employees about the hazards specific to each employee's job assignment.\*

This training will include (but is not limited to):

- An explanation of our IIPP, emergency action plan, fire prevention plan, measures for reporting any unsafe conditions, work practices, injuries and any additional instructions that are needed.
- The availability of toilet, hand-washing, and drinking water facilities.
- Provisions for medical services and first aid, including emergency procedures.
- Proper housekeeping, such as keeping stairways and aisles clear, keeping work areas neat and orderly, and promptly cleaning up spills.
- Prohibiting horseplay, scuffling, or other acts that adversely influence safety.
- Proper storage to prevent:
  - stacking goods in an unstable manner
  - storing materials and good against doors, exits, for extinguishing equipment and electrical panels.

Where applicable, our training may also include:

- The prevention of musculoskeletal disorders, including proper lifting techniques.
  - The use of appropriate clothing, including gloves, footwear, and personal protective equipment.
  - Information about chemical hazards to which employees could be exposed and other hazard communication program information.
  - Proper food and beverage storage to prevent them from becoming contaminated.
-

In addition, we provide specific instructions to all workers regarding hazards unique to their job assignment, to the extent that such information was not already covered in other trainings.

**EMPLOYEE COMPLIANCE WITH SAFETY PROCEDURES** (Title 8 CCR §3203(a)(2))

All district employees, including supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes all of the following checked practices:

- Informing employees of the provisions of our IIPP.
- Evaluating the safety performance of all employees.
- Providing training to employees whose safety performance is deficient.
- Recognizing employees who perform safe and healthful work practices.
- Other systems we have in place to ensure compliance with safety practices:

**RECORDKEEPING AND DOCUMENTATION** (Title 8 CCR 3203(b))

Although school districts are not required to keep records or documentation of the elements of an IIPP, except the written program itself, our school district maintains the following records to help us more efficiently and effectively implement our IIPP (optional):

- Records of scheduled and periodic inspections (to identify unsafe conditions and work practices, including the names of the person(s) conducting the inspection, the unsafe conditions and the work practices that have been identified, as well as the action(s) taken to correct the identified unsafe conditions and work practices. These records are maintained for at least one (1) year.
- Documentation of our safety and health training.

**Form A**

The following school-site safety supervisors are responsible for maintaining our district’s Injury and Illness Prevention Program and communicating with employees about our IIPP at their sites:

Ella B. Allen Elementary School <b>School Site</b>	John Greenwell <b>Name of Supervisor</b>
Arroyo Vista Charter School <b>School Site</b>	Juan Ricoy <b>Name of Supervisor</b>
Bayfront Charter High School <b>School Site</b>	Ryan Santos <b>Name of Supervisor</b>
Enrique S. Camarena Elementary School <b>School Site</b>	Debra McLaren <b>Name of Supervisor</b>

Joseph Casillas Elementary School <b>School Site</b>	Nicole Walker <b>Name of Supervisor</b>
Castle Park Elementary School <b>School Site</b>	Monica Castillo <b>Name of Supervisor</b>
Chula Vista Hills Elementary School <b>School Site</b>	Vanessa Lerma <b>Name of Supervisor</b>
Chula Vista Learning Community Charter <b>School Site</b>	Jorge Ramirez <b>Name of Supervisor</b>
Clear View Elementary School <b>School Site</b>	Ray Devore <b>Name of Supervisor</b>
Hazel Goes Cook Elementary School <b>School Site</b>	Gabriela Llamas <b>Name of Supervisor</b>
Daly Academy <b>School Site</b>	Joseph Prosapio <b>Name of Supervisor</b>
Discovery Charter School <b>School Site</b>	Neil MacGaffey <b>Name of Supervisor</b>
Eastlake Elementary School <b>School Site</b>	Eric Banatao <b>Name of Supervisor</b>
Feaster Charter School <b>School Site</b>	Francisco Velasco <b>Name of Supervisor</b>
Myrtle S. Finney Elementary School <b>School Site</b>	Beverly Prange <b>Name of Supervisor</b>
Halecrest Elementary School <b>School Site</b>	Amber MacDonald <b>Name of Supervisor</b>
Harborside Elementary School <b>School Site</b>	Lisa Forehand <b>Name of Supervisor</b>
Anne & William Hedenkamp Elementary School <b>School Site</b>	Gina Mazeau <b>Name of Supervisor</b>
Heritage Elementary School <b>School Site</b>	Ruth Diaz De Leon <b>Name of Supervisor</b>
Hilltop Drive Elementary School <b>School Site</b>	Bill Willis <b>Name of Supervisor</b>
Juarez-Lincoln Elementary School <b>School Site</b>	Robert Pollack <b>Name of Supervisor</b>
Karl H. Kellogg Elementary School <b>School Site</b>	Chris Houck <b>Name of Supervisor</b>
Calvin J. Lauderbach Elementary School <b>School Site</b>	Melody Belcher <b>Name of Supervisor</b>
Liberty Elementary School <b>School Site</b>	Charles Grisier <b>Name of Supervisor</b>
Loma Verde Elementary School <b>School Site</b>	Bree Watson <b>Name of Supervisor</b>
Los Altos Elementary School	Santos Gonzalez

<b>School Site</b>	<b>Name of Supervisor</b>
Thurgood Marshall Elementary School <b>School Site</b>	Monica Loyce <b>Name of Supervisor</b>
Corky McMillin Elementary School <b>School Site</b>	Cynthia Orr <b>Name of Supervisor</b>
John J. Montgomery Elementary School <b>School Site</b>	Lydia Burgos <b>Name of Supervisor</b>
Robert L. Mueller Charter School <b>School Site</b>	Maureen DeLuca <b>Name of Supervisor</b>
Saburo Muraoka Elementary School <b>School Site</b>	Erin Mahoney <b>Name of Supervisor</b>
Olympic View Elementary School <b>School Site</b>	Lisa Lines <b>Name of Supervisor</b>
Otay Elementary School <b>School Site</b>	Veronica Delgado <b>Name of Supervisor</b>
Palomar Elementary School <b>School Site</b>	Patricia Magana <b>Name of Supervisor</b>
Parkview Elementary School <b>School Site</b>	Shawna Codrington <b>Name of Supervisor</b>
Lillian J. Rice Elementary School <b>School Site</b>	Veronica Konkoly <b>Name of Supervisor</b>
Greg Rogers Elementary School <b>School Site</b>	Janette Ridgels <b>Name of Supervisor</b>
Fred H. Rohr Elementary School <b>School Site</b>	Erin Williamson <b>Name of Supervisor</b>
Rosebank Elementary School <b>School Site</b>	Aaron Magnan <b>Name of Supervisor</b>
Salt Creek Elementary School <b>School Site</b>	Lalaine Perez <b>Name of Supervisor</b>
Silver Wing Elementary School <b>School Site</b>	Theresa Corona <b>Name of Supervisor</b>
Sunnyside Elementary School <b>School Site</b>	Robert Cochran <b>Name of Supervisor</b>
Burton C. Tiffany Elementary School <b>School Site</b>	Jonathan Morello <b>Name of Supervisor</b>
Valle Lindo Elementary School <b>School Site</b>	Ashley Vasquez <b>Name of Supervisor</b>
Valley Vista Elementary School <b>School Site</b>	Carmen Emery <b>Name of Supervisor</b>
Veterans Elementary School <b>School Site</b>	Angela Rosendale <b>Name of Supervisor</b>
Vista Square Elementary School <b>School Site</b>	Marissa Allan <b>Name of Supervisor</b>

## **What is Coronavirus Disease 2019 (COVID-19)**

On February 11, 2020 the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan China. The new name of this disease is coronavirus disease 2019, abbreviated as COVID-19.<sup>1</sup>

There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a novel (or new) coronavirus that has not previously been seen in humans. The name of this disease was selected following the World Health Organization's (WHO) best practice for naming of new human infectious diseases.<sup>1</sup>

## **Coronavirus Disease 2019 (COVID-19) - How Does the Virus Spread?**

The virus that causes COVID-19 is thought to spread mainly from person to person through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths and/or noses of people who are nearby or possibly be inhaled into the lungs. Spread is more likely when people are in close contact with one another (within about 6 feet).<sup>2</sup>

COVID-19 seems to be spreading easily and sustainably in the community (community spread) in many affected geographic areas. Community spread means people have been infected with the virus in an area, including some who are not sure how or where they became infected.<sup>2</sup>

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes. This is not thought to be the main way the virus spreads, but the Center for Disease Control and Prevention (CDC) is still learning more about how this virus spreads.<sup>2</sup>

## **Injury and Illness Prevention Program (IIPP)**

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards, including infectious diseases. Employers are required to determine if COVID-19 infection is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from the CDC. For most California workplaces, adopting changes to their IIPP is mandatory since COVID-19 is widespread in the community.<sup>3</sup>

## **Introduction**

The Chula Vista Elementary School District (District), through its administration and management, is committed to the safety and health of all employees, including volunteers, and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. By making safety a high priority for every employee, the District can reduce injuries and illness, increase productivity and promote a safer and healthier work environment.

This addendum to the District's Injury and Illness Prevention Program is a framework applicable during the current (COVID-19) public health emergency. The protocols that are outlined in this document are a phased approach and will be modified based on the ongoing and updated guidance from the CDC, state and local public health agencies, and District operations.

The addendum is not applicable to non-volunteer parents, students, and third-parties that may enter or conduct business at Chula Vista Elementary School District facilities.

### **Essential Infection Prevention Measures – General Statement**

1. The District supports the use of video and/or telephonic meetings, and the establishment of guidelines for maintaining a distance of at least 6 feet between persons, whenever possible.<sup>3</sup>
2. The District supports the creation and distribution of informational signage that specifies appropriate physical distance, facial coverings and other preventative measures.

### **Essential Infection Prevention Measures – District Strategies**

The District, to the extent possible, will implement the following guidelines to mitigate employee exposure to the coronavirus disease (COVID-19) in the workplace.

1. Encourage sick employees to stay home.<sup>3</sup>
2. If identified at work and upon notification to a supervisor or administrator that an employee is showing symptoms related to COVID-19, send employee home or to medical care, as needed.<sup>3</sup>
3. Follow public health agency recommendations regarding the prearrangement of office and workplace furniture in keeping with current physical distancing guidelines.
4. To the extent supplies are in stock and readily available for distribution, employees will have access to appropriate hygiene products in the workplace.
5. Encourage employees to use their own face covers. Face coverings (cloth face cover; face shield; mask) should be worn whenever a District employee comes within 6 feet of others.<sup>4</sup> The face covering requirement does not apply to employees who have trouble breathing or who have a medical or mental health condition that prevents the use of a face covering.<sup>4</sup>

Cloth face coverings are not Personal Protective Equipment (PPE), but combined with physical distancing of at least 6 feet, they may help prevent infected persons without symptoms from unknowingly spreading COVID-19.<sup>3</sup>

6. Place signs and/or instructions in common areas (e.g., front reception area, school office, public common areas, etc.) to help manage physical distancing and provide other COVID-19 infection prevention information to the general public who may enter upon school grounds and buildings.

### **Essential Infection Prevention Measures – Employee Responsibility**

---



During this COVID-19 public health emergency, District employees have a collective responsibility to ensure the protection of all people in the workplace by staying abreast of current public health guidelines to mitigate exposure to the coronavirus disease (COVID-19).

1. Employees are required each workday to self-screen at home for COVID-19 symptoms prior to leaving the home for their shift. Employees should follow the CDC guidelines for self-screening at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.<sup>8</sup>

An employee should stay home if they are sick, follow public health agency guidelines, and contact their administrator or supervisor.

2. Employees who are out ill with fever or acute respiratory symptoms that affect normal breathing who have not been tested for the COVID-19 virus or who have tested negative for the COVID-19 virus, should consult with their physician before physically returning to work.
3. Employees who test positive for the COVID-19 virus should not return to work until the following occurs:
  - At least three full days pass with no fever (without the use of fever-reducing medications) and no acute respiratory illness symptoms; and
  - At least 10 days pass since the symptoms first appeared<sup>3</sup>; and
  - Provide a medical release to the District before physically returning to work.
4. Employees who return to work following an illness should promptly report any recurrence of symptoms to their immediate supervisor.<sup>3</sup>
5. Employees should practice physical distancing by using video or telephonic meetings as much as practicable, and maintaining a distance of at least 6 feet between persons at the workplace when possible.<sup>3</sup>
6. Employees should avoid shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If employees must share workspaces, clean and disinfect shared workspaces and work items before and after use.<sup>3</sup>
7. Employees should wash hands with soap and water for at least 20 seconds and/or use hand sanitizer after interacting with other persons and after contacting shared surfaces or objects.<sup>3</sup>
8. Employees should cover coughs and sneezes and avoid touching eyes, nose, and mouth with unwashed hands.<sup>3</sup>
9. Employees should avoid sharing personal items with coworkers (i.e., dishes, cups, utensils, towels).<sup>3</sup>
10. Employees should notify their administrator or supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water and single-use towels or blowers.
11. No employee shall bring cleaning products and/or disinfectants into the workplace that have not been approved by the Administrator of Operations.

## **Personal Protective Equipment (PPE)**

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE

---

include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, such as COVID-19, recommendations for PPE specific to occupations or job tasks may change depending on the updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

### **Identification of High Traffic – High Touch Common Areas**

The District recognizes that high traffic – high touch common areas in the workplace need, to the extent possible, cleaning and disinfecting to limit the spread of the COVID-19 virus.

The District will assign personnel and establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, and trash cans.

The process of disinfecting includes providing disinfecting products, that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time.)

### **District Response - Confirmed or Suspected COVID-19 Case**

<b>Person Exposed</b>	<b>Exposure to</b>	<b>Recommended Precautions</b>
Household Member <sup>5</sup>	Person with symptomatic COVID-19 during the period from 48 hours before symptoms onset until 72 hours after symptoms recovery <sup>5</sup>	Stay home until 14 days after last exposure and maintain social distance (at least 6 feet) from others at all times <sup>5</sup>
Intimate Partner <sup>5</sup>		Self-monitor for COVID-19 symptoms <sup>5</sup>
Individual providing care in a household without using recommended infection control precautions <sup>5</sup>		Avoid contact with people at higher risk for severe illness <sup>5</sup>
Individual who has had close contact (less than 6 feet) for a prolonged period of time (15 or more minutes) <sup>5</sup>		

The District will consult with the CDC, state health care agencies, and the San Diego County Health and Human Services Agency to ensure mitigation practices and response protocols are aligned with current expectations as information about the COVID-19 virus continues to be examined and understood.

### **Confirmed COVID-19 Case**

The CDC recommends that persons directly exposed to an individual who has tested positive or been diagnosed with COVID-19 should self-quarantine for 14 days (see table below).

If an employee is confirmed by medical verification to have the COVID-19 infection, the District will inform immediate coworkers of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).<sup>3</sup>

#### Cleaning and Disinfecting – Confirmed COVID-19 Case

1. Temporarily close the general area where the infected employee worked until cleaning is completed.<sup>3</sup>
2. If possible, open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before cleaning and disinfecting the area.<sup>6</sup>
3. Conduct deep cleaning of the entire general area where the infected employee worked and may have been, including breakrooms, restrooms and travel areas, with a cleaning agent approved for use by the EPA against the coronavirus.<sup>3</sup>
4. District custodian personnel cleaning the area should be equipped with the proper personal protective equipment for COVID-19 disinfection (disposable gown, gloves, eye protection, or mask, if required).<sup>3</sup>

#### Suspected COVID-19 Exposure

In a case where an employee knew that they have been in close contact with a person who may have contracted the COVID-19 infection, the employee should self-quarantine in their home or another residence until 14 days from the last date that they were in close contact with that person.

Close contact refers to any person who has been within 6 feet of a potential infectious COVID-19 person for 15 minutes or more. The employee suspected of being exposed to the COVID-19 infection should, as soon as practical, corroborate the COVID-19 exposure by medical verification.

#### **Communication**

Communication between employees and the Chula Vista Elementary School District on matters relating to COVID-19 mitigation and response is an important aspect to ensure employee safety while in the workplace. Therefore, the District has a communication system through the Director of Benefits/Risk Management and Emergency Preparedness and Security Manager that is intended to accomplish clear and concise exchange of information for administrators and supervisors.

1. All District employees are encouraged to report to their immediate administrator or supervisor concerns regarding COVID-19 mitigation practices or possible COVID-19 exposure in the workplace.
  2. Administrators and supervisors who, after assessing the report, determine that additional guidance or assistance is required shall contact the Director of Benefits/Risk Management or Emergency Preparedness and Security Manager who will triage the report and notify essential District personnel for an appropriate response.
-

**Director of Benefits/Risk Management (619) 425-9600, Ext. 1352**  
**Emergency Preparedness and Security Manager (619) 425-9600, Ext. 1327**

### **Employee Training**

The District will provide training in the general description of COVID-19, symptoms, when to seek medical attention, how to prevent its spread, and the employer's procedures for preventing its spread at the workplace. The training may consist of reviewing written documentation, online video trainings and/or acknowledge receipt of the District's COVID-19 Injury and Illness Prevention Program addendum.

---

## References

1. *Coronavirus Disease 2019 Basics*. Centers for Disease Control and Prevention (May 12, 2020). <https://www.cdc.gov/coronavirus/2019-ncov/faq.html#Coronavirus-Disease-2019-Basics>
  2. *How Does the Virus Spread?* Centers for Disease Control and Prevention (March 23, 2020). <https://faq.coronavirus.gov/spread/how-does-the-virus-spread/>
  3. *Cal/OSHA Interim General Guidelines on Protecting Workers from COVID-19*. State of California – Department of Industrial Relations (May 14, 2020). <https://www.dir.ca.gov/dosh/coronavirus/General-Industry.html>
  5. *Public Health Recommendations for Community-Related Exposure*. Centers for Disease Control and Prevention (March 30, 2020). <https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>
  6. *CDC Activities and Initiatives Supporting the COVID-19 Response and the President’s Plan for Opening America Up Again*. Centers for Disease Control and Prevention (May 2020). <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf#page=45>
  7. *Cleaning and Disinfection for Community Facilities*. Centers for Disease Control and Prevention (May 27, 2020). <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>
  8. *COVID-19 Industry Guidance: Office Workspaces*. California Department of Public Health (May 12, 2020). <https://covid19.ca.gov/pdf/guidance-office-workspaces.pdf>
-