

# ***Palm Crest Elementary School***

## ***PCR Comprehensive School Safety Plan***

***2016-2017***

## School Safety Plans

Pursuant to education Code (EC) 32280 every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or school safety planning committee shall review and update the plan. Each school shall report on the status of its plan in the annual school accountability report card.

### I. Purpose

- A. Standardize the safety plans for Board presentation
- B. Include cover sheet noting changes from previous year's plan
- C. Review and Revise District Disaster Preparedness Plan

### II. Timeline

- A. Site Council approval in January
- B. Board approval at Board meeting in February

### III. Components of the plans (as per Ed Code 32282) should include the following:

- 1. Summary of Changes
- 2. Assurances (signature page)
- 3. Assessment of the current status of the school or school-related crimes (attach Vandalism report)
- 4. Child abuse reporting procedures
- 5. Disaster procedure, routine and emergency
- 6. Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion
- 7. Procedures regarding teacher notification of dangerous students pursuant to EC 49079
- 8. Sexual harassment policy pursuant to EC 212.5
- 9. Provisions of any school wide dress code, established pursuant to EC 35183
- 10. Procedures for safe ingress and egress to and from school
- 11. A safe and orderly environment conducive to learning
- 12. Rules and procedures on school discipline adopted pursuant to EC 35291 and 35291.5
- 13. Hate crime reporting procedures pursuant to Chapter 1.2 of Title 15 of the Penal Code

#### Definition of hate crime procedure:

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

# **Education Code**

## **Education Code**

### **Article 5. School Safety Plans**

EC 32280

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

(Amended by Stats. 2003 and renumbered from 35294, Ch. 828, Sec. 12.)

# Education Code

## Education Code

### School Safety Plans

EC 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 Section 52012 or 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.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal

or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(Amended by Stats. 2003 and renumbered from 35294.1, Ch. 828, Sec. 13.)

Reference:

Education Code 48915

Education Code 52012 (Repealed)

Education Code 52852

Education Code 67381

# Education Code

## Education Code

### School Safety Plans

EC 32282

(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. SEC. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A district or county office may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

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

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(J) Hate crime reporting procedures pursuant to Chapter 1.2 (commencing with Section 628) of Title 15 of Part 1 of the Penal Code.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Grants to assist schools in implementing their comprehensive school safety plan shall be made available through the partnership as authorized by Section 32285.

(d) Each schoolsite council or school safety planning committee in developing and updating a comprehensive school safety plan shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.

(e) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval under subdivision (a) of

Section 32288.

(Amended by Stats. 2004, Ch. 895, Sec. 1.)

Reference:

42 USC 12101 et seq

Education Code 200

Education Code 32285

Education Code 32288

Education Code 35183

Education Code 35291

Education Code 35291.5

Education Code 48900

Education Code 48915

Education Code 48950

Education Code 49079

Penal Code 628

Penal Code 11164



# **Education Code**

## **Education Code**

### **School Safety Plans**

EC 32286

(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

(Amended by Stats. 2003 and renumbered from 35294.6, Ch. 828, Sec. 17.)

#### **Reference:**

Education Code 33126

Education Code 35256

## **1. Summary of Changes From 2014-2015 Plan**

### **Updates and revisions:**

- Section 2: School Site Council Assurances Page updated with new personnel
- Section 3: LCUSD School Crime Report updated
- Section 4: Child Abuse Reporting Procedure
- Section 5: Disaster procedures updated with new personnel and revisions to student release
- Section 5: Disaster drill schedule updated
- Section 6: LCUSD Suspension Data form updated

### **Additions:**

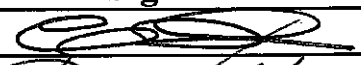


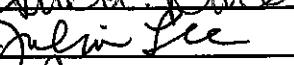
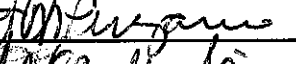

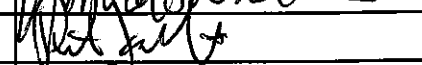
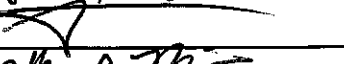



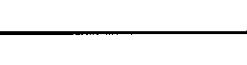
- Section 5: Talking to Kids About a 'Lockdown'
- Section 5: Differentiated lockdown instructions for all staff
- Section 5: Buddy Class Pairing for 'Shelter in Place'
- Section 9: Dress Code from Parent/Student Handbook
- Section 10: Safety to and from school: Drop-off/Pick-up policy; bikes; animals from Parent/Student Handbook
- Section 11: Safe School Environment: Student conduct/responsibility from Parent/Student Handbook
- Section 11: Safe School Environment: Developmental Assets
- Section 12: School Discipline: Anti-bullying policy from Parent/Student Handbook

## 2. Assurances

**Palm Crest Elementary School  
Comprehensive School Safety Plan  
2016-2017**

The undersigned assure that the School Safety Plan includes the following elements:

- An assessment of the current status of school or school-related crimes
- Child abuse reporting procedures
- Disaster procedures, routine, and emergency
- Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion
- Procedures regarding teacher notification of dangerous students pursuant to EC 49079
- Sexual harassment policy pursuant to EC 212.5
- Provisions of any school-wide dress code, established pursuant to EC 35183
- Procedures for safe ingress and egress to and from school
- A safe and orderly environment conducive to learning
- Rules and procedures on school discipline adopted pursuant to EC 35291 and 35291.5
- Hate crime reporting procedures pursuant to Chapter 1.2 of Title 15 of the Penal Code
- The plan was reviewed by members of the School Site Council pursuant to EC 52012
- The La Canada Public Safety Coordinator, the PTA Disaster Preparedness Volunteer, the LCTA representative, the CSEA representative, and this year's Safety Committee staff members were invited to attend and review the plan on the February 18, 2013 School Site Council meeting, at which the final plan was signed.

Position	Name	Signature
Principal	Karen Hurley	
Counselor	Linda Matchie	
Secretary	Kerry Russell	
Health Clerk	Sue Price	
Upper Grade Teacher	Julia Lee	
Second/Third Grade Teacher	Leslie Provenzano	
Primary Grade Teacher	Wendy Senour	
Parent/ School Site Council President	Elizabeth Landswick	
Parent	Peter Xayspareuth	
City of La Canada Flintridge	Peter Castro	
LCTA Representative	Tiffany Diaz	
CSEA Representative	Dina Loftus	

### **3. Assessment of current status of school crime:**

PCR documents crimes committed on the school campus or at school-related functions on-site. If applicable, reports are sent to the Sheriff and LCUSD's Maintenance Office. To follow is an overview of crimes committed on campus.

[illegible]

#### **4. Child abuse reporting procedures:**

Child abuse reporting procedures are made pursuant to PC 11164 et. Seq. All district employees sign a district form indicating their awareness and responsibilities to report any suspected child abuse observations and notifying appropriate authorities. Additionally, employees are given a handbook clarifying their obligations.

In the beginning of the school year, all classroom teachers and school staff are given an online training by the California Department of Social Services through the following link <http://www.mandatedreporter.ca.com/>. During this training, the responsibilities of a mandated reporter are reviewed. At the end of the training, a test is given to each employee.

When a report is made, site forms are kept in a confidential file in the PCR office. At the end of each year a report is filed regarding grade level and category of abuse. The information is then forwarded to the District Office where it is combined with reports from other district school sites and then filed with the LACOE.

See Board Policy BP 5141.4 to follow.

- La Canada USD | 5000 | AR 5141.4 Students

## **Child Abuse Reporting Procedures**

### **Duty to Report**

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

### **Definitions**

"Child Abuse" includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child.
3. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
4. Unlawful corporal punishment or injury resulting in a traumatic condition.
5. Neglect of a child or abuse in out-of-home care.

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. The exercise by a teacher, vice 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)
4. ~~An amount of force that is reasonable and necessary for a school employee 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 students (Education Code 49001)~~
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

"Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such 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. (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 victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person 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)

#### Reporting Procedures

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To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

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Department of Children & Family Services

3075 Wilshire Blvd., 5th Floor

Los Angeles, California 90010



(800) 540-4000

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

1. The name of the person making the report.
2. The name of the child.
3. The present location of the child.
4. The nature and extent of any injury.
5. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal 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.

Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Reports of suspected child abuse or neglect shall include, if know: (Penal Code 11167)

1. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated person
2. The child's name and address, present location and, where applicable, school, grade and class
3. The names, addresses and telephone numbers of the child's parents/guardian
4. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
5. 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)

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)

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency.

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

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Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the Superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district 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)

#### Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

#### Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. 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. (Penal Code 11174.3)

8  
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, before the interview takes place, of the following legal requirements:

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 the Child Abuse and Reporting Act, a violation of which is punishable as specified 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 or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Superintendent or designee and/or principal shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent 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 and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

#### When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Upon request, the Superintendent or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)

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 and also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.3 - Uniform Complaint Procedures)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650(a) (viii) (C).

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action (Certificated))

(cf. 4218 - Suspension/Disciplinary Action (Classified))

#### Notifications

The Superintendent or designee shall give persons hired by the district a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. 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 or designee. (Penal Code 11166.5)

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 or 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. 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. (Penal Code 11166)

Administrative LA CANADA UNIFIED SCHOOL DISTRICT

approval: May 13, 2003 La Canada Flintridge, California

## **Child Abuse Reporting Procedures**

The Governing Board recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.41 - Child Abuse Prevention Program)

The Superintendent or designee shall establish procedures and regulations for use by employees in identifying and reporting child abuse.

Employees who are mandated reporters, as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

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

The Superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The Superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

As part of their training in child abuse identification and reporting, employees shall receive written notice of state child abuse reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Parents/guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

Legal Reference:

### **EDUCATION CODE**

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33308.1 Guidelines on procedure for filing child abuse complaints

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44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

## PENAL CODE

152.3 Duty to report murder, rape or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

## WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

## CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

## CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

## WEB SITES

CDE: <http://www.cde.ca.gov>

School/Law Enforcement Partnership:

<http://www.cde.ca.gov/spbranch/safety/partnership.html>"><http://www.cde.ca.gov>"><http://www.cde.ca.gov/spbranch/safety/partnership.html>

California Attorney General: <http://caag.state.ca.us>

California Department of Social Services: <http://www.dss.cahwnet.gov>

Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>

## Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: May 13, 2003 La Canada Flintridge, California

## **Child Abuse Reporting Requirements**

Section 11166 of the Penal Code requires any child care custodian, health practitioner, fire fighter, animal control officer, or humane society officer, employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; administrators and employees of public or private youth centers, youth recreation programs and youth organizations; administrators and employees of public or private organizations whose duties require direct contact and supervision of children and who have been trained in the duties imposed by this article; licensees, administrators and employees of licensed community care or child day care facilities; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; social workers, probation officers or parole officers; employees of a school district police or security department; any person who is an administrator or a presenter of, or a counselor in, a child abuse prevention program in any public or private school; a district attorney investigator, inspector, or family support officer unless the investigator, inspector or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor; or a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of this code, who is not otherwise described in this section.

"Health practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; marriage, family and child counselors; emergency medical technicians I or II, paramedics, or other persons certificated pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; psychological assistants registered pursuant to Section 2913 of the Business and Professions Code; marriage, family and child counselor trainees as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code; ~~unlicensed marriage, family and child counselor interns registered~~ under Section 4980.44 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

"Child visitation monitor" means any person as defined in Section 11165.15.

I have been informed of the above law and will comply with its provisions.

---

(Type employee's name below line, requiring signature above)

This statement is a permanent record of the district. The cost of printing, distribution, and filing of these statements is borne by the district.

This subdivision is not applicable to persons employed by child protective agencies, public or private youth centers, youth recreation programs and youth organizations as members of the support staff or maintenance staff and who do not work with, observe, or have knowledge of children as part of their official duties.

LA CANADA UNIFIED SCHOOL DISTRICT

La Canada Flintridge, California

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Print

**SUSPECTED CHILD ABUSE REPORT**

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

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

PLEASE PRINT OR TYPE

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

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

SS 8572 (Rev. 12/02)

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

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

LA CANADA UNIFIED SCHOOL DISTRICT

CONDITION OF EMPLOYMENT PURSUANT TO CALIFORNIA PENAL CODE SECTION 11166.5  
CHILD ABUSE REPORTING

Name \_\_\_\_\_ Position \_\_\_\_\_

Section 11166.5 of the California Penal Code states, in part:

Any person who enters into employment on or after January 1, 1985, as a child care custodian, medical practitioner, or nonmedical practitioner, ...prior to commencing his or her employment, and as a prerequisite to that employment, shall sign a statement on a form provided to him or her by his or her employer to the effect that he or she has knowledge of the provisions of Section 11166 and will comply with its provisions.

Section 11166 of the California Penal Code states, in part:

...any child care custodian, medical practitioner, nonmedical practitioner, ...who has knowledge of or observes a child in his or her professional capacity or with the scope of his or her employment whom he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours or receiving the information concerning the incident.

Section 11166.5 of the California Penal Code defines a "child care custodian" as:

...teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; ...licensed day care workers; administrators of community care facilities licensed to care for children, headstart teachers; ...and social workers.

The California Penal Code Section 11172 (a), provides that mandated reporters are IMMUNE FROM LIABILITY, as provided, in part, as follows:

No child care custodian, ...who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by this article...

The California Penal Code Section 11172 (b), provides penalties for FAILURE TO REPORT as follows:

Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than one thousand dollars (\$1,000) or by both.

Pursuant to the requirements of the California Penal Code, I have read and understand the provisions of Penal Code Section 11166 as stated herein and will comply with its provisions.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **5. Disaster procedures, routine, and emergency:**

PCR, in combination with staff and parents, has a comprehensive site disaster plan, which is revised and updated annually. Additionally, there are numerous emergency supplies that are kept locked in the disaster bin. These include first aid supplies, emergency water and short term food items, tools for the sweep and security teams, tent canopies, sanitation supplies, etc.

There are monthly scheduled school evacuation drills, including at least one full mock disaster drill per year. Staff and parents break into teams, practice their assigned duties, then review and revise the plan as needed. PTA has taken a major portion of the responsibility for maintaining and increasing the purchasing of disaster supplies.

See site disaster plan and schedule of disaster drills to follow.

## **LA CAÑADA UNIFIED SCHOOL DISTRICT** **DISASTER PREPAREDNESS PLAN**

The objective of the La Cañada Unified School District Disaster Preparedness Plan is to provide maximum care and safety for students and staff and to protect building and equipment in the event of a disaster. All staff members are expected to be thoroughly familiar with all phases of the disaster preparedness plan and to explain the procedures to all of their students.

### **GENERAL GUIDELINES FOR ALL EMERGENCIES AND DRILLS**

Any staff member who is away from his/her position will immediately proceed to the Emergency Assembly Area [EAA]. Teachers will ascertain the extent of injuries and the feasibility for class evacuation. The teacher will determine the need of assistance from neighboring teachers. Staff will use the buddy system whenever possible in evacuating the buildings.

Students should be evacuated to the Emergency Assembly Area [EAA] in an orderly manner with no talking and no running. Teachers shall set the example by limiting their talking to directions for student control only. The teacher or assigned staff member shall lead the class (students wait outside the door until the teacher gets out of the room). The teacher should be the last one to leave the room and should check to see that everyone that is physically able is out. Close the door leaving it unlocked. If there is a problem within the room or students are left behind, you should place a red tag on the door handle. (Tags are near exit doors) If the room is clear place a green tag on the door. Once staff and students are at the EAA, secure the area and direct all non-school persons to the communications gate.

It is important for teachers to familiarize themselves with the exit routes for each room they use.

Teachers should take their roll books, attendance sheets and emergency back-packs. Back-packs should be located near the exit door and all staff that use the room should be aware of its' location. At the EAA, roll should be taken using the Emergency Disaster Attendance Form (found in your back-pack, more can be obtained from the Emergency Operations Center[EOC]) identifying students as present, previously marked absent, or missing.

Teachers should make sure that disabled students are assisted. Teachers should discuss with their students that any student in the lavatories or otherwise out of the classroom should join the nearest class group exiting; proceed to the EAA, then with permission of those in charge, join their own class or group by reporting to the teacher. If between classes, line-up in homeroom. (SSR for LCHS)

Each group must remain in its assigned location with the teachers supervising and reassuring the students throughout the duration of the emergency. If the EOC determines it to be safe to re-enter the buildings a specific ALL CLEAR signal (one (1) continuous 30 second bell) is sounded. Students and teachers shall return following the same rules as for leaving the building (no talking, running, etc.). If the emergency lasts past the regular school hours or buildings are not safe to return to, the EOC may direct that students will be released to parents or guardians or according to instructions on the Emergency card. The procedure is as follows: The person named on the students Emergency Card or Emergency Disaster Information Card may assume the responsibility for a student by signing the Emergency Disaster Release Card for each student they take into their custody. Release cards are at the communication gate. Eighteen year old or over students may leave upon signing out at the reunion gate. Teachers will remain with students until released.

During a disaster all employees are to remain at school until released by the principal/designee. Any staff member that is not at a school site during an emergency should make every effort to return to their site and report in at the EOC. If any staff member is at another school site they should evacuate as outlined and report to that site's EOC. The EOC should then attempt to notify the staff members site of their whereabouts. Such staff members may then be assigned a task or be ordered to return to their site whichever is mutually agreed upon by the sites. DO staff will report to PCR and Maintenance staff will report to the nearest school for assignments. Maintenance office staff should coordinate with Foothills School staff.

## TOXIC SPILL

Students and staff should stay in their classroom until notified to move. If outside students and staff should report to their next period class quickly and quietly and remain in that class until notified to move. If airborne, Staff should go indoors, turn off all air exchange units, close windows and doors, and use cloth to block any cracks around windows or doors.

## **DISASTER OUTSIDE OF SCHOOL HOURS**

All employees and parents should listen to the radio (KFI 640 AM, KNX 1070 AM, KFVB 980 AM, KABC 790 AM) for information regarding school opening or closing in the District. All schools will be considered OPEN unless it is specifically announced that they are closed. All staff is required to report to work as normal unless officially notified via phone tree and remain until released by the EOC.

Students walking to and from school should proceed to school or return to school and assemble at the EAA and line-up in their homeroom (SSR for LCHS).

## **EMERGENCY TASK GROUP ORGANIZATION AND DUTIES**

### **All staff in all groups will:**

1. Duck, Cover, and Hold
2. Evacuate
3. Assemble students on the field
4. Account for all students
5. Hand over supervision of students to another adult
6. Report to the Emergency Operations Center
7. Then perform the duties assigned as outlined in the following pages

### **Emergency Operations Center [EOC] – Lower Playground**

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Principal Teacher	1. Implements and coordinates the EOC. 2. Prepares reports for Superintendent. 3. Controls internal & external communications.	bullhorn, HT, cell-phone
Secretary/Office Aide	1. Assists EOC leader in duties as assigned.	
Librarian	1. Accounts for the presence of all students & staff. 2. Assigns search teams to areas. 3. Assigns extra personnel to appropriate duties. 4. Assigns personnel to determine available resources.	homeroom rosters, teacher list, disaster attendance form, map
<u>Equipment/Supplies needed for the EOC(some items may be in the DSB):</u>		
bullhorn, 2 - Handheld Transmitter(HT), 1 - cell-phone, homeroom rosters, teacher list, disaster attendance form, and map showing location of each teacher station at EAA(should be in the DSB)		

**First Aid Center** – Lower Playground near CEC**(See Appendix FAC)**

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Health Clerk At least 3 Teachers	1. Administers first aid and records information on extent of injuries and treatment administered. 2. Determines need for medical assistance.	First Aid supplies from DSB
Dispatch teams to retrieve injured, 2 adults per team	1. Get location from FAC leader. 2. Go to location and bring injured back to FAC.	First Aid supplies from DSB, stretcher
<u>Equipment/Supplies needed for the First Aid Center(some items may be in the DSB):</u>		
Stretcher, blankets, wheelchair and first aid supplies.		

**Sweep Teams** - Report to the EOC then obtain equipment from DSB.**(See Appendix ST)**

Work together, proceed in orderly and pre-established sweep pattern, checking each classroom, storage room, restroom, etc. visually, vocally and physically. Takes special notice of any tag on door. Using chalk, put a slash "/" on the outside of the door before entering. Report the location of all injured students and staff to the First Aid Center. After a room has been determined to be clear, the team will make the slash "/" an "X" on the door indicating the room has been swept. Confirms existence and location of fire. Notifies the EOC, rescues students, uses appropriate fire control equipment, secures area, and report back to EOC after sweep is complete.

<u>Personnel</u>	<u>Area to sweep</u>	<u>Equipment needed</u>
Team #1 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #2 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #3 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #4 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #5 2 Teachers	per site	Supplies from DSB with sweep team instructions
<u>Equipment/Supplies needed for the Sweep Teams(in the DSB):</u>		
Master keys, flashlights, chalk, hard hats, rope or cord. At least one of each item in individual duffel bags for each team.		

**Campus Security** – By Main entrances, Gould Gate, Knight Way  
(See Appendix CS)

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Psychologist Speech 2 Full Time Aides	1. Stationed at main entrances to campus to refer parents to Communications Gate and EAA. 2. Route rescue ambulance and police to area of need.	Master keys, signs to post
Campus Security Aide	1. Locks all external gates as directed.	
<u>Equipment/Supplies needed for Campus Security(some items may be in the DSB):</u>		
Master keys, signs to post.		

**Damage Control/Prevention** – Disaster trailer  
(See Appendix DC)

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Custodian Cafe Manager Campus Security Aide	1. Turn off gas and electric supplies if directed by EOC, and check utilities. 2. Take appropriate action to minimize damage to school site. 3. Survey and report to EOC the extent of damage to school site.	Flashlight, Master keys
<u>Equipment/Supplies needed for Damage Control/Prevention(some items may be in the DSB):</u>		
Flashlight, master keys, equipment to shut off utilities, and any other supplies needed should be placed in the DSB.		

**Parental Communication** – Communications Gate, Reunion Gate –Knight Way  
(See Appendix COM)

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
<u>Com. Gate</u> At Least 4 Teachers	Immediately begins the process of reuniting students with their parents or guardians by referring to: a) Emergency Form b) Homeroom Rosters c) Emergency Disaster Information Card d) Emergency/Disaster student release card.  1. Have the parent or the person named on the Emergency Card or the Emergency Disaster Information Card complete the Disaster Release Card. 2. Write their name next to the students name on the alphabetical sibling list.(7-12 use the locator book to locate which line student(s) are in. 3. After EOC has directed, dispatch student runners to escort students to the reunion gate with the release card.	Emergency Cards, Homeroom rosters, Emergency Disaster Information Card, Emergency/Disaster Student Release Card Alphabetical sibling list, 7/8 & 9-12 Locator Book
<u>Reunion Gate</u> At Least 3 Teachers and/or Full Time Aides	1. Obtain release card from student runner. 2. Confirm that student recognizes the requesting individual(s) and feels secure in custody. 3. Ensure that all records are kept on students leaving campus. 4. Remove name tag from student being released and place on release card.	Box to put completed students release cards in.
<u>Equipment/Supplies needed for Parental Communication(some items may be in the DSB):</u> Emergency Cards, Homeroom rosters, Emergency Disaster Information Card, Emergency/Disaster Student Release Card, and box for release cards.		

**Student Leadership Group** - Report to the EOC for assignment after teacher has taken roll.

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Students	Highly responsible and mature students can possibly assist as messengers: 1. Attendance procedures at EAA 2. Act as runners for student reuniting. 3. In any location or responsibility where the EOC staff feels their services are appropriate.	none
<u>Equipment/Supplies needed for Damage Control/Prevention(some items may be in the DSB):</u> None		

Anyone unassigned in any group should report to the EOC. This includes all staff, parents, volunteers, visitors, and staff from other sites on campus.



**Palm Crest Elementary School  
Fire/Disaster Drills  
2015-2016**

August 21, 9:45 AM Fire Drill

September 9, 1:30 PM Fire Drill

October 15, 10:20 AM Full-Scale Mock Earthquake Drill (district/state "California Shakeout")

November 6, 9:45 AM Lockdown Drill

December 4, 9:45 AM Lockdown

January 21, 10:55 AM Lockdown Drill

February 18, 1:30 PM Lockdown Drill

March 11, 1:30 PM Fire Drill

April 7, 11:45 AM Fire Drill

May 13, 11:30 AM Lockdown

## **Lock-Down, Fire, and Disaster Drill Procedures**

### **Fire Drill:**

- Be sure to bring the Emergency "Backpack" found by your exit door.
- Exit the classroom, turn *off* the lights, and *close* the door(s). **DO NOT LOCK YOUR CLASSROOM DOOR(S).**
- Check classroom neighbor teacher and assist if necessary. (You would assist **only** if your classroom neighbor teacher was incapable of evacuating his/her own class.)
- Walk class to the "Student Assembly Area" out on the field. **Line up your class behind your classroom number.**
- **Take attendance.** Complete the "Emergency Disaster Attendance Form". Send **TWO** student runners to bring the form to the Command Post (located at the edge of the baseball field past first base).
- Hand out nametags for students to wear.
- When the all-clear siren/bell sounds, classes will be dismissed according to grade level.
- (PE, RSP, LAS, and other "pullout program" students are walked to the "Student Assembly Area" by the teacher, aide, or other adult then released to their classroom teacher(s).)

### **Lock-Down:**

- If you hear a long uninterrupted bell on your all call speaker, you are to go into lock-down mode. The office manager will make the following announcement: "Attention: We have a lockdown situation-begin lockdown procedures now. [Pause] Attention: We have a lockdown situation-begin lockdown procedures now.")
- Lock your classroom doors.
- Turn out your lights.
- Close any shades/blinds
- Move students away from the windows and sit on the floor.
- If a lock-down should occur while students are on the yard, they will be instructed (by campus supervisors, P.E. instructors, or teachers) to enter the nearest "safe" rooms (**20, 24, 26, 27, 28, 30, 31, 32 – upper campus**) Exit through the back gate. (**1, 2, 3, 5, 6, 7, 8 – main campus**) or the nearest occupied classroom.
  - Once in lock-down and students are safe, **IF YOU CAN**, go to the computer and e-mail the office with the following information: (if you **do not** have access to the internet, use the classroom phone and dial extension **8360**)
    - If all students are present and everything is okay in your classroom please write in the subject line: "**ALL CLEAR in Room --**" (insert your room number).
    - If you have missing students, please write in the subject line: "**Missing students in Room --**". Then, in the body of your email, type the names of any students missing from your classroom that were **present** that day. (**Do not** give the names of students that are absent from school.)
    - If you have students that entered your room and are not part of your regular classroom roster, please write in the subject line: "**Extra Students in Room --**". Then, in the body of your email, type the names of any extra students in your class that might have come from the yard or restroom.
- **\*Substitute teachers must call the office (ext: 8360) with student status report.**
- Keep children calm and quiet. **Do not** allow any student to leave the room for any reason.
- Wait for the announcement from the Office staff stating "All Clear" **three times** before releasing any students or unlocking any doors.

## **Earthquake:**

- The disaster drill will begin with the fire alarm sounding or a call over the intercom. Once you hear the alarm/speaker, tell your students to **duck** under their desks, **cover** their heads with one arm, and **hold** one leg of the desk with their other arm. They must stay in this position until you determine the shaking has stopped (approximately 45 seconds in the event of a drill). Before exiting your classroom, be sure to first **survey** the area around your main exit. Look out the window to be sure the area in front of your door is clear. If all looks safe, then walk your students to the "Student Assembly Area" out on the field. (In the event of a real disaster, it might be unsafe for you to exit your room due to fire, debris, or possible other problems.) Before leaving your room, be sure to bring your Emergency "Backpack" with you.
- Check classroom buddy teacher and assist if necessary. (You would assist **only** if your classroom buddy teacher were incapable of evacuating his/her own class.)
- Exit room with students and keep the door **open**.
- Walk class to the "Student Assembly Area" out on the field. **Line up against the back the back fence (see evacuation map.)**
- (PE, RSP, LAS, and other "pullout program" students are walked to the "Student Assembly Area" by the teacher, aide, or other adult then released to their classroom teacher(s).)
- Take attendance. The first student in your line will hold the **RED** card if any students are unaccounted for and/or severely injured. If all students are present and uninjured, have the student hold the **GREEN** card up.
- Hand out nametags for students to wear. (Student cards should indicate if they are not allowed to leave with another parent and if they have medical needs)
- Complete the red "**Emergency Disaster Attendance Form**". Student runner will bring the **Form** to the command post (located at the Baseball backstop net).
- **If you are:**
  - Logistics Coordinator
  - Search & Rescue Chief and Team Members
  - Color Group Leader
  - Operations & Planning Chief
  - Student Reunion Gate Coordinator
  - Student Release Coordinator
  - Incident Commander

**Then YOU** bring the red "**Emergency Disaster Attendance Form**" to the Command Post (located at the Baseball backstop net) and get your necessary items from the Emergency Bin. Remaining teachers must supervise their own class along with the classes whose teachers are leads.

- Command Post Leader will announce the dismissal of students to their color groups. Supervising teachers will help with dismissal to color groups.
- Remaining teachers fulfill assigned tasks.
- Designated "Student Helpers" should report to the Command Post as soon as they are able, for further instructions.
- Students will be dismissed as parents arrive and complete "Release Procedures". In the event of a drill, students will be dismissed as indicated above in the "Fire Drill" procedures.

# PALM CREST DISASTER ORGANIZATIONAL CHART 2015-2016

Operations		Logistics	Planning/Intelligence
Search & Rescue	Student Supervision	Logistics Coordinator	Incident Commander
1. Jeanine Bentz	<b>Blue Group (A-F)</b>	1. Bianca Marchese <i>*supply bin and student helper leader</i>	1. Dina Loftus/Linda Matchie <i>*table set up on blacktop</i>
2. Amy Tsai	1. Wendy Senour (Lead)		Karen Hurley & Beth Mumper
3. Raissa Choi	2. Kelly Hu	<b>Building Engineer</b>	
4. Camilla Hartman	3. Meredith Beyer	Campus Safety	
5. Leslie Provenzano	4. Krista Murray/Jeanette Arellano	1. Abel Torres <i>* Lead</i>	
6. Tonya Mizrahi	5. Kathleen Salmi	2. Alfonso	
7. Lara Berdahl	6. Terese Caire	3. Amy Erickson	
8. Eric Sun			
9. Bijan Jackson	<b>Gray Group (G-K)</b>		
10. Brandon Norman	1. Jane Chang (Lead)		<b>Student Release</b>
	2. Julia Lee		1. Kerry Russell (Lead)
<b>Search &amp; Rescue Chief</b>	3. Rachel Harter		2. Caroline Vartan - <i>assigned location</i>
1. Debbie Au <i>*bin door</i>	4. Katy Roberts		
	<b>Orange Group (L-P)</b>		
	1. Kristin McDaniel (Lead)		
	2. Susanne Horne	<b>Unassigned Staff &amp; Volunteers</b>	
	3. Grace Lee	Check in @ Command Post	
<b>First Aid Lead</b>	4. Marie Harbabikian	Dave Wulff, Amani Krischel, Barbara Pahlk	
Sue Price/Chris Henry		All Para 2s not assigned to students	
<b>Medical Team</b>	<b>White Group (Q-Z)</b>		
1. Tiffany Zupan (FA set up)	1. Judi Healey (Lead)		
2. Mariana Valderhaug	2. Linda Hamrick		
3. Lauren Cuilla	3. Joan Patterson		
4. Christina Okland	4. Elizabeth Ranjbar		
5. Leslie Provenzano (after S&R)	5. Puja Gaska		
6. Katherine Hurley (when on campus)			
<b>Psych Response</b>	<b>Dark Blue Group (Rm 23 &amp; 19 students)</b>		
Lori Geuvjehizian	1. Odessa Esquivel (Lead)		
Kristen Angelica (after FA set up)	2. Jill Neubrand		
Tracy Prehn/Jessica Voelker –OT (FA set up)	3. Tara Georgenes		
	4. all para 2s in both rooms		

### **Color Group LEADER Responsibilities**

1. Account for your color group assistants (teachers and students). "Student helpers" will be sent to you as they check in at the Command Post. These "student helpers" are to help keep young students (K-3 grade) calm in the event of an emergency.

2. Student helpers will retrieve and set up the tarps from the Emergency bin. (They will be assigned to do this by the Command Post.)

3. Send your "health needs" students (diabetics, medication, etc.) with one of your color group "teacher" assistants to Sue Price at the First Aid station. This will be located next to Command Center. (The names of the students can be found on the paper attached to your clipboard. If you do not have one of these papers, you do not have a "health needs" student.)

4. Assign your color group teacher assistants and student helpers to keep students calm and quiet.

5. If a student requires more than "simple" First Aid care, send a student helper to the Command Post with a note requesting assistance. The Command Post will then send someone to take the student to the First Aid area.

**NEVER SEND A STUDENT TO THE FIRST AID SECTION. IF A STUDENT SHOULD NEED TO GO TO THE FIRST AID STATION, CONTACT THE COMMAND POST.**

6. As "student runners" come to get students for dismissal, place the white "sticky" label, (student name tag), on the blank sheets of paper on your clipboard, write the name of the student runner and the time they are being signed out on your "sign out" sheet. Send the student runner and student being dismissed off to the reunion tables (The student release is located at the blue tables near the 6<sup>th</sup> grade building)

7. If parents show up without going to the release tables, do not argue with them. Try to get their name and have them sign for their child. Send a message to the Command Post as soon as possible.

8. Communicate with the Command Post if you should need anything. (Use the note pad you have for messages and send one of your "student helpers" to the command post with the note.)

During a disaster drill – if students should need to go to the bathroom, please have a "student helper" take students 2 at a time. The only bathrooms to be used during a disaster drill are the bathrooms located at the end of the 6<sup>th</sup> grade building.

EMERGENCY DISASTER ATTENDANCE FORM

ROOM #

Teacher: \_\_\_\_\_ Number of students attending class today: \_\_\_\_\_

List Absent Students: \_\_\_\_\_

Are all the students who attended class before the disaster accounted for and with you now? \_\_\_\_ Yes \_\_\_\_ No

If no, please fill in below.

Number of students missing from my class line: \_\_\_\_\_

Number of students injured and left in room: \_\_\_\_\_ Please list their name(s)

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

Number of students whereabouts unknown: \_\_\_\_\_ Please list their name(s)

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

Additional information helpful to Search & Rescue and/or First Aid

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

EMERGENCY DISASTER ATTENDANCE FORM

ROOM #

Teacher: \_\_\_\_\_ Number of students attending class today: \_\_\_\_\_

List Absent Students: \_\_\_\_\_

Are all the students who attended class before the disaster accounted for and with you now? \_\_\_\_ Yes \_\_\_\_ No

If no, please fill in below.

Number of students missing from my class line: \_\_\_\_\_

Number of students injured and left in room: \_\_\_\_\_ Please list their name(s)

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

Number of students whereabouts unknown: \_\_\_\_\_ Please list their name(s)

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

Additional information helpful to Search & Rescue and/or First Aid

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

# EMERGENCY DISASTER CHECK-IN

<b><u>KINDERGARTEN</u></b>			
<b><u>NAME</u></b>	<b><u>ROOM</u></b>	<b><u>FORM</u></b>	<b><u>NOTES</u></b>
Elizabeth Ranjbar (La Joice)	17		
Kathleen Salmi	18		
Salmi/Ranjbar PM	17		
<b><u>FIRST GRADE</u></b>			
Christine Castillo (Harter)	13		
Susanne Horne	14		
Joan Patterson	15		
Wendy Senour	16		
<b><u>SECOND GRADE</u></b>			
Grace Lee	9		
Katy Roberts	10		
Puja Gaska	11		
Linda Hamrick-Moravec	12		
<b><u>THIRD GRADE</u></b>			
Terese Caire	20		
Kristin McDaniel	26		
Leslie Provenzano	27		
Tonya Mizrahi	28		
<b><u>FOURTH GRADE</u></b>			
Bianca Marchese	30		
Lara Berdahl	31		
Meredith Beyer (Louk)	32		
Julia Lee Hwang	33		
<b><u>FIFTH GRADE</u></b>			
Amy Tsai	1		
Kelly Hu	2		
Camilla Hartman	3		
<b><u>SIXTH GRADE</u></b>			
Judi Healey	5		
Debbie Bedell-Au	6		
Jane Chang Hur	7		
Christina Okland	8		
<b><u>SPECIAL EDUCATION</u></b>			
Odessa Esquivel	19		
Tara Georgenes	23		
Lauren Cuilla	21		
<b><u>CEC</u></b>			

**EMERGENCY DISASTER CHECK-IN PCR STAFF**

<b><u>TEACHERS</u></b>	<b><u>TITLE</u></b>	<b><u>FORM</u></b>	<b><u>NOTES</u></b>
Angelica, Kristen	Speech		
Bentz, Jeanine	Computer Lab		
Choi, Raissa	Art Room 22		
Diaz, Tiffany	PE		
Fike, Katelyn	Drama		
Freidman, Judy	PT Room 4		
Geuvjehizian, Lori	School Psy – Library (B)		
Gregg, Hilary	GATE Rm 24		
Hall, Tara	Reading Room 24		
Hurley, Karen	Principal		
Hurley, Katherine	Spanish Room 24		
Krischel, Amani	ELL Room 04		
Matchie, Linda	Counselor		
Pahk, Barbara	Librarian		
Prehn, Tracy	OT Room 34		
Valderhaug, Mariana	RSP Room 04		
Voelker, Jessica	OT Room 34		
Wulff, David	Music Room 25		
<b><u>INSTRUMENTAL MUSIC</u></b>			
Barrett, Stephainie Doell	MPR		
Davis, Michael			
Munday, Jennifer			
Myers, Jimmy			
Spry, Katherine			
Tegmeyer, John			
<b><u>OFFICE STAFF</u></b>			
Henry, Chris	District Nurse		
Price, Sue	Health Clerk		
Russell, Kerry	Secretary		
Vartan, Caroline	Attendance		
<b><u>CUSTODIANS</u></b>			
Ruiz, Alfonso			
Torres, Abel			
Villavicencio, Antonio			
<b><u>FOOD SERVICES</u></b>			
Lattouf, Soha			
Tatarian, Lioui			
<b><u>PARAPROFESSIONAL I</u></b>			
Aghamal, Nanor			
Arellano, Janette			
Ghambari, Adrienne			
Jackson, Bijian			
Murray, Crista			
Norman, Brandon			
Sun, Eric			



<b>PARAPROFESSIONAL II</b>	<b><u>TITLE</u></b>	<b><u>FORM</u></b>	<b><u>NOTES</u></b>
Borjas, Madeline (Maddie)			
Burlask, Kevin			
Chambers, Cassandra			
Harbabikian, Marie			
Harnden, Sheri			
Hasan, Asiya			
Hatter, Nash			
Haynes, Corrine			
Hood, Ariannah			
Johnston, Laura			
Kim-Ford, Joon			
Konsue, Kanyarat (Ice)			
Loftus, Dina			
Ly, Sanna			
Mumper, Beth			
Neubrand, Jill			
Nobles, Chris			
Oliver, Jill			
Ovaspian, Armineh			
Perez, Lizbeth			
Rivera, Mryna (Raquel)			
Sanders, Karen			
Sripramong, Casey			
Villareal, Juanita			

# Talking to Kids About a 'Lockdown'

This is from Huffington Post-Judith Simon Prager, PhD,

Judith Simon Prager, PhD, has trained doctors, nurses, and first responders around the US, in England and in China in using Verbal First Aid. She consults for major hospitals on pediatric, surgical, and prenatal issues.

In earlier times, when the threat came from nuclear weapons rather than young men with guns, schools trained children in "duck and cover" drills. These days, we have "lockdowns," requiring hiding from someone with a murderous intent and the means to accomplish it. Awful as the threats are, we also must find ways to tell our children to take care without terrifying them.

**There are two parts to this issue:**

- **First, what can we say when we rehearse such a scary prospect?**
- **Secondly, should the horror come to pass, what can we say as it is occurring to mitigate it in nightmares and memory?**

In the book I co-authored, *Verbal First Aid: Help Your Kids Heal From Fear and Pain--And Come Out Strong*, we provided a few strategies for preparing children for emergencies and other unexpected occurrences without frightening them. As a result, I was approached by a member of a Campus Safety and Crisis Response Committee of a small elementary school in California wondering how the subject of lockdown drills might most supportively be approached by the schools. They were hoping to develop a script they might then share.

In response I began by thinking about the word "lockdown." Because the word is most generally associated with prisons, it might make us all more comfortable to use a phrase currently in favor in the first-responder world: "shelter in place." It has a gentler feeling and, just as the word "safe" is more comforting at such times, "shelter" is valuable as well. They accepted that suggestion enthusiastically. And to soften the drama, they are couching the lockdown/secure drill along with flood, gas leak, and nuclear power issues.

Then, for part one, I offered these three general strategies:

## **Strategy 1: Listen to an authority figure for safety.**

You might say to a child, "Remember when you were younger and you'd run ahead of your mother or father to the corner. And they'd be slower to get there, so when you got there without them they'd shout 'Stop!' or 'Freeze!' and you'd have to wait for them, there at the corner, before going into the street. And you knew why. Because there were cars that you might not see, drivers who might not see you. And your parents wanted to keep you safe.

Well, sometimes there still might be dangers that you can't see that the grown-ups know about and so they tell you to 'stop!' and even hide, sometimes, and wait for them to say 'All Clear, you can come out now.' And it's good to practice that. "

### **Strategy 2: Practice means being prepared.**

Just as we sometimes practice fire drills so that we'll know what to do in case there is a fire, we are now going to practice being safe when there's trouble around. Even the toughest guys in the military practice what they're going to do in a difficult situation. Practice helps make doing the most useful, safest thing automatic. It creates a program in your mind that then runs itself in a time when thinking could be frozen by fear. (The British Army called it the "7 Ps: Proper Planning and Preparation Prevent Piss Poor Performance." For kids we might say "Proper Prior Planning and Preparation Prevent Poor Performance.") The bad thing may never happen, but when we're practiced in protecting ourselves, then we don't have to worry that we won't know what to do.

### **Strategy 3: A just-in-case plan**

In another way it's like wearing a helmet when we ride our bikes. We wear helmets and kneepads when we skateboard. We don't expect to fall, but if we do, we'll be protected. Then we don't have to worry. We can just ride our bikes and boards and not even think about falling, because we have the situation covered. Being prepared is a "just in case" measure that helps you to feel at a deeper level that you're safe.

If the children are mature enough, you can let them know that there are bad people in the world who sometimes are so angry or confused they want to hurt other people. And at the time when they're acting out, it's good to know the best ways to stay safe. So that's what we're practicing now.

### **The Script**

After I sent these thoughts to the School Safety & Crisis Response Committee, they came up with the following script, which we thought might be useful to other schools.

***Every day, we do things to keep ourselves safe. Let's think of some examples. What do you put on before you start biking? What do you do before walking across the street? Another way we stay safe is by practicing for things that probably won't happen but it is good to be prepared for just in case. One way we do this at school, for instance, is by practicing fire drills and earthquake drills. Practice helps us know what to do just in case of an emergency.***

***Another kind of situation we can prepare for is when we need to keep you safe from a stranger while you are at school. This would probably never happen but just like a fire drill, we can practice our response so we are prepared.***

***Next week, we will practice this in a drill called a "Shelter Drill." During this drill, the teachers lock us inside for safety. You will know we are having a shelter drill when you hear the alarm, which sounds like... (alarm sounds).***

***Here are the steps of what we do during a shelter drill: The acronym is PAL. P is for PAUSE: First, pause and take a deep breath. Breathing helps your mind work.***

**A is for ADULT:** *Wherever you are on campus, find a trusted adult. If you are in the classroom, stay there and find your teacher or other adult in the room. If you are outside, look for the teacher or other adult closest to you to tell you what to do and where to go.*

**L is for LISTEN:** *Listen to the adult's instructions. The adult will know what to do and will tell you. This is trickier than a fire drill because depending on where you are, you won't always go to the same place each time. You will know what to do if you listen. Also during this time, the teachers will lock the doors to their classrooms. When everything is safe, the adult will tell you that everything is all clear and we can go back to our regular school day.*

*We are all here to keep you safe. Practice means we are prepared and can feel confident that we all know what to do just in case. Having a plan like this and practicing what to do in a shelter drill means that we don't have to worry about these concerns and instead we can focus on having fun and learning at school.*

#### **Words for During the Lockdown**

Even a rudimentary visit to the playground will verify that whether a child cries or not over a fall has less to do with pain and bleeding and more with whether the adult who responds does so with panic or calm assurance.

Moreover, how we address a crisis is often how the child will ultimately remember it, whether it will be recalled as a trauma or a time of courage and rescue. The teachers in the Newton tragedy who died saving the children likely modeled ultimate bravery and selflessness. Those who survived told us what they said and did: Kaitlin Roig told the children that they "were waiting for the good guys to come and get us," and music teacher Maryrose Kristopik, said "We hid in a closet, we stayed quiet, we held hands, we hugged." Each in her own way protected the children and reassured them that they were loved, even that they would have another Christmas. They did them a great service beyond saving their lives. When the teachers remained calm, they offered the children a model for courage and faith and a different kind of memory of the inherently terrifying situation.

What else can we say during a shelter drill that would keep the children feeling safe? And, ultimately, how can we help them not only feel safe but find their resilience?

There are words that reassure at a profoundly deep level. **"I'm right here,"** says you don't have to fix this all by yourself. Someone else knows and will help take care of it. In a different way, so does **"Let your teacher guide and protect you."**

**"Help is on the way. It's going to be okay,"** says that we're not alone in this.

"Hiding and listening is making things safe for now and you're doing a good job of it," says that there is something you can do, you're not just a victim, but someone who is making a difference by his/her actions (or quiet).

If the wait is long, "Let's imagine a place we love to be... your favorite vacation. You don't have to talk about it. Just remember it, everything you loved about it."

One small suggestion about what to do.

I'd recommend, as Ms. Kristopik did, **that children hold each others' hands, off and on. In what is sometimes referred to as "borrowed strength," we gain courage by being in this together. Researchers at the University of Virginia's neuroscience laboratory say that hand holding actually changes the wiring in our brains and makes us feel protected and comforted.**

Let us hope that we can change the world for the better so that some day we do not have to practice hiding from those who would harm us. And in the meantime, let us find ways to help keep as many innocents as possible safe in body and spirit.

## Lock Down Procedures

In the event of a school-wide lockdown, DO NOT evacuate the building.

Lockdown procedures:

1. **Signal:** Upon hearing gunshots or a long, uninterrupted tone and an announcement ***"Attention: We have a lockdown situation. We are starting lockdown procedures now."*** (This will be repeated). All students, staff and volunteers will immediately implement lockdown procedures.
2. **Action:**
  - Gather students from the immediate outside area and lock your door
  - Direct students to be seated along a non-visible wall or under desks
  - Turn off lights and close blinds
3. **Attendance:** Take attendance to account for all students and be sure to also document students rounded up from the hallway. Attendance should then be emailed to "pcrstaff". Substitute teachers dial "0" from any school phone or (818)952-8360 from a cellphone to report attendance to the office.
4. **Email:**

To: pcrstaff  
Subject: room number/bldg and one or two of the following:  
ALL PRESENT, ADDED, or MISSING  
Body: Includes names of people ADDED TO CLASSROOM or MISSING from classroom or if any students are injured

5. **Communications:** Unless you have critical information about the intruder, please **DO NOT** call the office for updates. Other exceptions for calling the office include: you cannot access your email for attendance, or a serious injury or other emergency.
6. **Remain Calm/Locate lockdown bucket:** Talk calmly to students and reassure them the situation is being handled as quickly as possible. For lockdowns that last for multiple hours (at least 2 hours), distribute snack bars from your classroom lockdown buckets and set up the bucket as a toilet.
7. **End of lockdown: DO NOT**, under any circumstances, open your area until the ***"all clear"*** is given by the administration **3** times. If after school hours, teachers will be directed as to the release of students.

**MPR:** Close doors (they will be locked automatically), turn off lights and seat students on the ground between the benches. Student roster are in the black Emergency binder which is located near panel behind curtain and another in the kitchen. Phones are located in the kitchen.

**Playground:** Students must drop to the ground and listen for instructions. Evacuate in the opposite direction of gunfire or visible intruder to the nearest lockable room via the window-sided door if on the lower campus. "Safe rooms" (rooms to remain open throughout the day and designated by room numbers painted with green paint) are 20, 24, 26, 27, 28, 30, 31, and 32 for the upper campus; and rooms 1, 2, 3, 5, 6, 7, 8 along with the MPR for the main campus. All-school student rosters by alpha are in red emergency binders.

**In transit:** Quickly move children into the nearest lockable room. Enter by the window-sided door.

**In bathroom:** If student is in the bathroom they need to close the stall and climb up on the toilet and stay quiet.

## LOCKDOWN PREPAREDNESS

- \* Safe Rooms (room numbers painted with green paint)

- \* All teachers keeping at least one door **locked** (front door for lower campus). Upper School, the door closest to the window should be unlocked, the door without a window needs to stay locked.

- \* Students and parent volunteers need to be trained to enter from the unlocked doors

- \* All teachers need to test their existing blinds. We will be installing new blinds where needed.

- Blinds should be kept half-lowered when possible

- \* All teachers need to inventory their “substitute folders” within the next two weeks and at the beginning of each year (see subfolder checklist)

- \* MPR to remain locked with one door open throughout the day

- \* Jessen entrance – EFFECTIVE AS OF August 12<sup>th</sup> the driveway entrance is locked every morning from 7:55 a.m. through to 2:45 p.m. **The walking path gate** (off of Jessen Drive) is locked from 8:30 a.m. through to 1:50 p.m. and again from 2:15 p.m.-2:45 p.m. Students starting school at 9:15 a.m. (late birds) must use the main drop off zone on Palm Drive in the mornings.

## **Teacher Lockdown Procedures**

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and **quiet**

Once in lockdown and when all students are safe, go to computer and e-mail: "*pcrstaff*" with the following information (if you are unable to e-mail, use classroom phone and dial extension **8360**)

**\*\*If all students are present and everyone is safe in your classroom please write in the subject line-**

**Room #--ALL PRESENT**

**\*\*If you have missing students, please write in the subject line-**

**Room # and# MISSING.** Then, in the body of your e-mail, type the names of any students missing from your classroom that were present that day.

**\*\*If you have additional students that entered your room and are not part of your regular classroom roster, please write in the subject line-**

**Room# and # STUDENTS ADDED--.** Then, in the body of your e-mail, type the names and grade level of any extra students in your class.

If you have any **injured** students requiring immediate medical attention call extension **8361** immediately.

While locked down, please remember:

Teachers and students are to remain in the classroom regardless of the bell schedule. **DO NOT** open your door for any person. It is safe to open doors when you hear the "***All Clear***" signal said **3** times or a call to evacuate is given by administration.

Children must be kept calm and **quiet** (practice this during the drill). Do not allow any student to leave the room for any reason. Teachers should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off district phones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phones to contact family members or friends.

Lockdown kits are located in each classroom. Contained within the kits are water, garbage bags and food bars. These supplies should only be used sparingly as lockdowns can last for several hours and it will be impossible to replenish them during the lockdown. It is suggested to wait at least 2 hours after a meal has passed before using any of the food items.

At the conclusion of an emergency, an announcement from the office stating "**Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE]**". After the "all clear", instructions will be given for either returning to class or evacuating the campus.

**DO NOT OPEN YOUR CLASSROOM DOOR FOR ANYONE.**



**Office Staff Lockdown Procedures:**

Once the office becomes aware of a lockdown, the following procedures shall be implemented:

**Office Manager:** Initiate the lockdown over the all call speaker: "Attention: We have a lockdown situation-begin lockdown procedures now. [Pause] Attention: We have a lockdown situation-begin lockdown procedures now."

Call 911 alerting them of the situation- requesting any necessary assistance. Monitor e-mail communications from classrooms as well as calls in. If the Attendance Clerk or other aides are in the office at the time of a lockdown, assign jobs as needed.

**Health Clerk:** Lock all main office doors. Wait for the call from the MPR/Cafeteria. Check off names of the students from the MPR as they are called in.

**Counselor:** Lock outside doors main office. While locking the doors, make the announcement over the walkie-talkie. Assist office staff as needed.

**Principal:** Contact Superintendent notifying her of the current situation. Lead emergency team with Counselor.

No office staff member should leave the administration building unless directed to do so by the Principal or Counselor.

At the conclusion of an emergency, an announcement from the office stating "Your attention please, **ALL CLEAR.** [PAUSE] **ALL CLEAR.** [PAUSE] **ALL CLEAR.** [PAUSE]. After the "all clear", instructions will be given for either returning to class or evacuating the campus.

**DO NOT OPEN ANY OFFICE DOOR FOR ANYONE.**

### **Cafeteria Staff Lockdown Procedures:**

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

1. Close MPR doors after all students and campus supervisor(s) are inside
2. Check if all doors are locked (front doors, back kitchen door, back stage)
3. Students should sit on the floor by the bench where they were assigned (they need to be with class)
4. Emergency Binders, with class lists, are located by the sound system on stage and another in the kitchen. Give Class Lists to campus supervisor(s) in the MPR and assist in tracking students
5. Take attendance for each class and create a list of missing (not absent) students or extra students.
6. Call office 8361 or 8360 with the list of missing or extra student
7. All adults assist Campus Supervisor(s) in the lockdown of the MPR and supervision of students.

In the MPR, cafeteria staff/campus supervisors must simply close the doors to the room since they are already locked from the inside. Once the doors are closed, cafeteria staff/campus supervisors must have students sit in groups, by **class, on** the floor next to benches. The black emergency binder (on stage by PA system and one in the kitchen) will have a list of all students by grade level and class. The campus supervisor and cafeteria staff should use this list to check off students by class. ***Once complete, the campus supervisor should call extension 8361 to report on the students. Students should remain silent and grouped together.***

**\* No employee or students should leave the MPR until the all clear signal is announced by the office.**

While locked down, please remember:

Students are to remain in the MPR regardless of the bell schedule until an authorized staff member gives the all clear signal or a call to evacuate is given by administration.

Children must be kept calm and quiet. Students should remain seated on the floor next to the benches. Do not allow any student to leave the room for any reason. Cafeteria staff & Campus Supervisors should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off district phones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phones to call family members or friends.

**\* No employee or students should leave the MPR until the all clear signal is announced by the office.**

At the conclusion of an emergency, an announcement from the office stating **"Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE].** After the "all clear", instructions will be given for either returning to class or evacuating the campus.

**DO NOT OPEN ANY DOOR FOR ANYONE.**

### **Physical Education Lockdown Procedures:**

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

Immediately direct students to Rooms 24-32 (not room 25) or Rooms 1-3 and 5-8 (depending on location of the situation) or MPR (depending on P.E. location).

Once in the **safe rooms**, P.E. teachers will either assist the classroom teacher or assume the duties of the classroom teacher if no teacher is present and lockdown the room.

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and quiet

Once in lockdown and when all students are safe, go to the telephone and call extension **8360** and give the names of the students in the classroom with you.

While locked down, please remember:

Teachers and students are to remain in the classroom regardless of the bell schedule. **DO NOT** open your door for any person. It is safe to open doors when you hear the "**All Clear**" signal said **3** times or a call to evacuate is given by administration.

Children must be kept calm and **quiet** (practice this during the drill). Do not allow any student to leave the room for any reason. Teachers should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off district phones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phone to call family members or friends.

Lockdown kits are located in each classroom. Contained within the kits are water, garbage bags and food bars. These supplies should only be used sparingly as lockdowns can last for several hours and it will be impossible to replenish them during the lockdown. It is suggested to wait at least 2 hours after a meal has passed.

At the conclusion of an emergency, an announcement from the office stating "**Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE]**". After the "all clear", instructions will be given for either returning to class or evacuating the campus.

**DO NOT OPEN YOUR CLASSROOM DOOR FOR ANYONE.**

### **CEC Lockdown Procedures:**

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and quiet
6. Contact the district childcare coordinator.
7. After the room is locked down. Email school office with missing (not absent) students. (Follow procedure for PCR teachers). If CEC does not have email, call school office to report status **8360/8361**.

While locked down, please remember:

Teachers and students are to remain in the classroom until the all-clear signal or a call to evacuate is given by administration.

Children must be kept calm and quiet. Do not allow any student to leave the room for any reason. Teachers should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off telephones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phone to call family members or friends

Lockdown kits will be provided in each classroom. Contained within the kits are garbage bags and food bars. These supplies should only be used sparingly as lockdowns can last for several hours and it will be impossible to replenish them during the lockdown.

If a lockdown occurs after school while students are out on the yard childcare workers should immediately direct students to nearest room. Once in the room, CEC workers should lockdown the room in the same manner described above.

At the conclusion of an emergency, an announcement from the office stating **"Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE]**. After the "all clear", instructions will be given for either returning to class or evacuating the campus.

**DO NOT OPEN ANY DOOR FOR ANYONE.**

### **Yard/ Lunch Supervisors**

Depending on your location procedures will be different.

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:  
RECESS or P.E. Supervision

Immediately direct students to Rooms 20-32 or Rooms 5-8 (depending on location of situation) or MPR (depending on P.E. location).

Once in the **safe rooms**, supervisors will either assist the classroom teacher or assume the duties of the classroom teacher if no teacher is present.

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and quiet

(Only if a teacher is not present) Once in lockdown and when all students are safe, go to the telephone and call extension **8360** and give the names of the students in the classroom with you.

### **LUNCH ROOM Supervision**

1. Close MPR doors after all students and campus supervisor(s) are inside
2. Check if all doors are locked (front doors, back kitchen door, back stage)
3. Students should sit on the floor by the bench where they were assigned (they need to be with class)
4. Emergency Binders, with class lists, are located by the sound system on stage and another in the kitchen. Give Class Lists to campus supervisor(s) in the MPR and assist in tracking students
5. Take attendance for each class and create a list of missing (not absent) students or extra students.
6. Call office 8361 or 8360 with the list of missing or extra student
7. All adults assist Campus Supervisor(s) in the lockdown of the MPR and supervision of students.

In the MPR, cafeteria staff/campus supervisors must simply close the doors to the room since they are already locked from the inside. Once the doors are closed, cafeteria staff/campus supervisors must have students sit in groups, by **class**, on the floor next to benches. The black emergency binder (on stage by PA system and one in the kitchen) will have a list of all students by grade level and class. The campus supervisor and cafeteria staff should use this list to check off students by class. ***Once complete, the campus supervisor should call extension 8361 to report on the students. Students should remain silent and grouped together.***

\* No employee or students should leave the MPR until the all clear signal is announced by the office.

# **BUDDY CLASSES FOR 2015-2016**

## **Class Pairings for "Shelter in Place"**

In the event of a fast-moving forest fire or mudslide, a "Shelter in Place" may be called. In that case, the upper campus classes will join their "Buddy Class"

### **FIRST GRADE**

HARTER  
HORNE  
PATTERSON  
SENOUR

### **SECOND GRADE**

HAMRICK-MORAVEC  
LEE

### **SIXTH GRADE**

HEALEY  
CHANG HUR

### **SIXTH GRADE**

BEDELL-AU  
OKLAND

### **FIFTH GRADE**

HARTMAN  
HU  
TSAI

### **THIRD GRADE**

MCDANIEL  
PROVENZANO  
CAIRE  
MIZAH

### **FOURTH GRADE**

LEE HWANG  
BERDAHL

### **SECOND GRADE**





ROBERTS  
GASKA

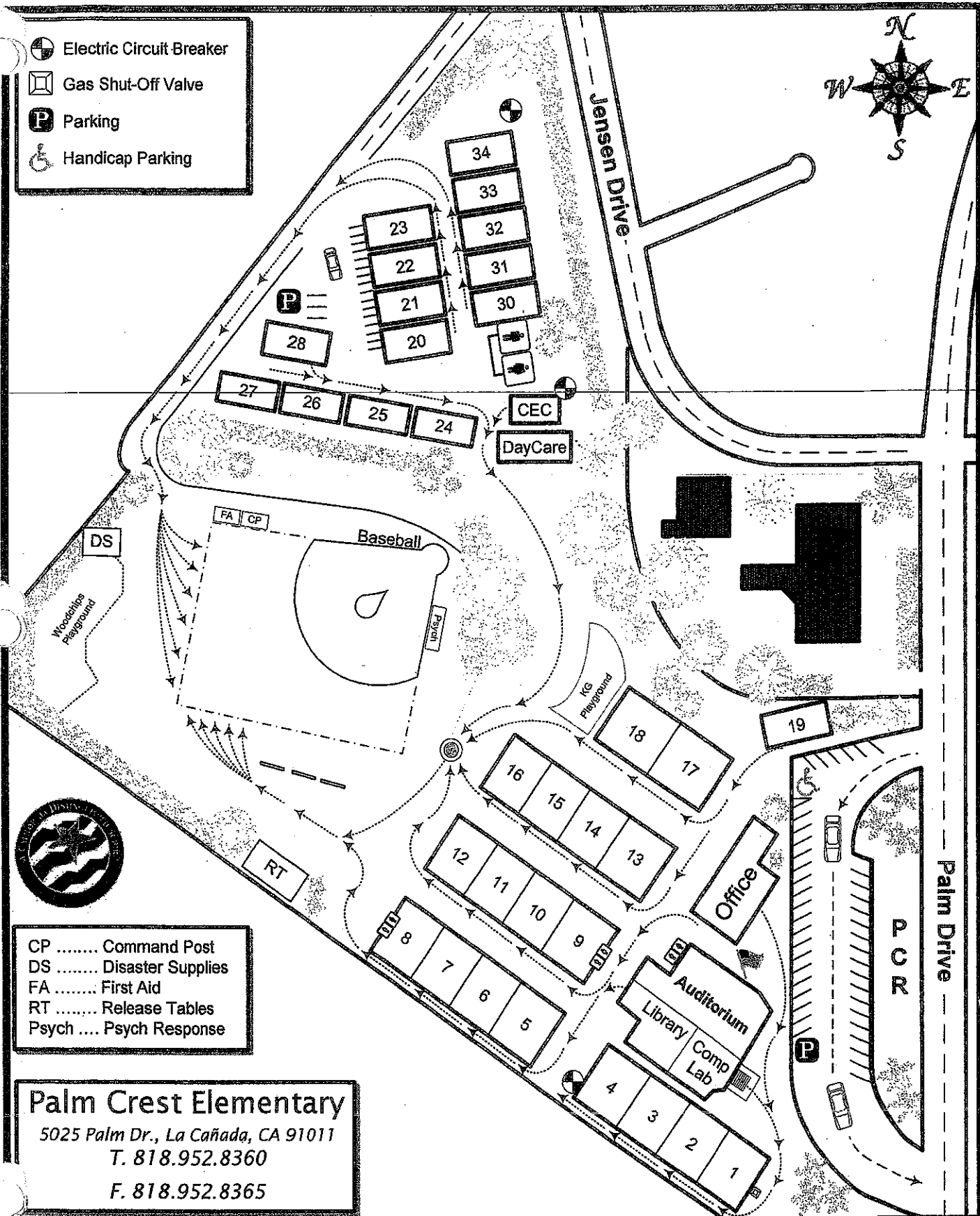
### **FOURTH GRADE**

BEYER  
MARCHESE

### **KINDERGARTEN**

AM - RANJBAR  
AM - SALMI  
PM - SALMI

-  Electric Circuit Breaker
-  Gas Shut-Off Valve
-  Parking
-  Handicap Parking



- CP ..... Command Post
- DS ..... Disaster Supplies
- FA ..... First Aid
- RT ..... Release Tables
- Psych .... Psych Response

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