

Comprehensive School Safety Plan SB 187 Compliance Document

**2017-2018
School Year**

School: W. A. Kendrick Elementary School
CDS Code: 15-63503-6108468
District: Greenfield Union School District
Address: 2200 Faith Ave.
Bakersfield, CA 93304-7254
Date of Adoption: October 26, 2017

Approved by:

Name	Title	Signature	Date
Ramon Hendrix	Superintendent		
Don Adams	Transportation and Safety Supervisor		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Kendrick School Office and/or District Office (1623 Fairview Rd., Bakersfield, California 93304. .

Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
<p>The comprehensive school safety plan includes, but is not limited to:</p> <ol style="list-style-type: none"> a. An assessment of the current status of school crime at the school and at school-related functions by reviewing the following types of information: <ul style="list-style-type: none"> ▪ Reviewed by UMIRS/CALPADS ▪ Office Referrals ▪ Attendance rates/SARB data ▪ Suspension/Expulsion data ▪ Local law enforcement juvenile crime data ▪ California Healthy Kids Survey data ▪ School Improvement Plan ▪ Property Damage data ▪ Other: ▪ Other: ▪ Other: b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 		
<p>The SSC/planning committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety:</p>	<p>11/9/2017</p>	

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse and Neglect

(Legal Reference: Education Code—44690, 44691)

The responsibility for enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department, the sheriff's department, and child protective services. The school district's responsibility is to report evidences of child abuse and neglect to the appropriate authorities.

The law requires that the first person to observe or suspect child abuse report this to the appropriate protective services' agency. Following the verbal report, a written report on prescribed forms must be completed and sent within 36 hours of the verbal report. Mandated reporters (staff members) are trained annually of the schools procedures and federal/state/local requirements. Staff members are advised of the location of written report forms and agency procedures for reporting abuse.

During the questioning of the child at school, a certificated staff member may be present unless directed not to do so by the law enforcement person or the child protective services worker.

All Kendrick staff receive annual 2 hour mandated reporter training via Schools Legal Service (CANRA) in 2017.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Kendrick School has procedures in place to address emergency or disaster situations that might affect the school site or its population. They are updated each year, previewed by the site administrator, and shared with the staff. The District perceives its responsibility to be one of a support agent for sites in times of emergencies. It will provide support and resources as laid out in these procedures. Students/Staff participate in monthly fire/earthquake drills. Moreover, students participate in annual bus evacuation drills to ensure safety.

California has developed a system that is used throughout the state by all state agencies to respond to emergencies and disasters. In the event that a disaster or emergency situation occurred at Kendrick School, this system—the National Incident Management System (NIMS) would be put in place. The two critical commodities in an emergency (information and resources) flow better with this system. Three of the SEMS concepts most effective to schools are: 1) a management tool called the Incident Command System (ICS); 2) mutual aid systems, in which similar organizations assist each other in emergencies (for example, the school district providing support to the school site); and 3) multiple agency coordination, under which diverse organizations work together and communicate with each other (for example, support to a school site by law enforcement or other emergency services).

The management tool used at Kendrick School, the Incident Command System (ICS), provides organizational structure during an emergency. One person is in charge—an Incident Commander (IC) at the school site and the EOC (Emergency Operations Center) Director at the district level. The IC, usually the site principal, DIVIDES up tasks and DELEGATES responsibilities to the site staff members. Staff has received initial training that is followed up by regular emergency drills, along with additional training, as needed. The IC FOLLOWS UP on the decisions made and closely monitors the progress of the incident to its conclusion and beyond. During the incident, the District provides the necessary resources and support to help bring the situation to an expedient resolution.

California Government Code Section 3100 declares that in the event of a local or state emergency or federal disaster declaration, public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or law. Staff members are assigned specific responsibilities that help to facilitate a well-structured resolution to the emergency situation.

The following pages contain a more in-depth explanation of personnel roles and procedures in handling a disaster or emergency at Kendrick School. They give an organized scenario for addressing a critical situation in the most effective manner.

Public Agency Use of School Buildings for Emergency Shelters

The district has no board policy or administrative regulation addressing this issue, however, the district will approve any public agency the use of any of its' school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension: Temporary removal of a student from ongoing instruction at the school site, for purposes of adjustment and calling attention to the seriousness of his/her behavior. Suspended students shall be excluded from all school-related extracurricular activities while under suspension.

The following do not constitute formal suspension:

- 1) Reassignment to another educational program or class at the same school.
- 2) Referral to a district employee designated by the principal to advise students.
- 3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee for appropriate action. Removal from a particular class shall not occur more than once every five (5) school days.

[Education Code Section 48910]

Expulsion: Removal of a student from the immediate supervision and control, or general supervision, of school personnel. An expelled student may not participate in any district program or activity; however, the student may be eligible to attend a community day school program.

[Education Code 48925]

Due Process: The School Board shall provide for the fair treatment of pupils facing suspension or expulsion by affording them due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in law and policy.

[Education Code 48911, 48915, 48915.5]

Causes for Suspension/Expulsion

A student shall not be suspended from school or recommended for expulsion unless the Superintendent or Principal of the school in which the student is enrolled determines that the student has committed any of the following acts:

- A. Assaults/Battery: Caused, attempted to cause, or threatened to cause physical injury to another person (including school employees); also included are attempted sexual assault, sexual assault, and sexual battery. Bullying.
- B. Weapons: Possessed, sold, or otherwise furnished any firearm, replica firearm, knife, explosive, or other dangerous object or any object used in a threatening manner
- C. Alcohol/Intoxicants/Controlled Substances: Unlawfully possessed, used, sold, or furnished, or under the influence of alcohol, intoxicants, or controlled substances
- D. Substance in Lieu of Alcohol/Intoxicants/Controlled Substance: Delivered, furnished, and/or sold items that were claimed to be alcohol, intoxicants, or controlled substances were not such items
- E. Robbery/Extortion: Committed or attempted to commit robbery or extortion
- F. Property Damage: Property Damage: Caused or attempted to cause damage to school property or private property
- G. Theft: Stole or attempted to steal school property or private property, or received stolen property
- H. Tobacco or Nicotine Products: Possessed, furnished, or used tobacco, or any item containing tobacco or nicotine products (Board Policy 5131.62 - Tobacco; nicotine delivery devices, such as electronic cigarettes are also prohibited).
- I. Obscenity: Committed an obscene act or engaged in habitual profanity or vulgarity

J. Drug Paraphernalia: Possessed, offered, arranged, or negotiated to sell any drug paraphernalia

K. Disruption/Defiance: Disrupted school activities or otherwise defied the authority of school personnel

L. Sexual Harassment (Grades 4-12): Made unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature sufficiently severe, or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

M. Hate Violence(Grades 4-12): Caused, threatened to cause, attempted to cause, or participated in acts of hate violence

N. Witness Intimidation: Harassed, intimidated, or threatened a pupil who is a witness in a disciplinary proceeding to prevent the pupil from being a witness or as retaliation against the pupil for being a witness.

O. Harassment (Grades 4-12): Harassed, intimidated, or threatened a pupil or group of pupils with the actual or expected effect of disrupting class work, or creating substantial disorder or creating an intimidating or hostile educational environment

A student may be suspended or expelled for acts that are specified above and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Pursuant to Education Code 49079, The district shall inform the principal/teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in: Education Code 48900 subdivision [except subdivision (h)] Education Code 48900.2 (sexual harassment) Education Code 48900.3 (hate violence) Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation) Education Code 48900.7 (terrorist threat) The principal/teacher shall keep this information in confidence and must not further disseminate. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Upon suspension of a student, teachers are notified of discipline outcome via a copy of the suspension/discipline letter being placed in their mail box. Teachers are advised via the attendance system when a student has been suspended from school. Moreover, teachers are supplied with a list of students enrolled in tier class who have been suspended within the last three years. This information is provided at the start of the year or upon enrollment of a new student.

Teachers receive a copy of all students who have been suspended or expelled in the last three years prior to school starting.

(E) Sexual Harassment Policies (EC 212.6 [b])

It is the intent of the Greenfield Union School District to provide a working and educational environment for all individuals which is free of sexual harassment or other discriminatory practices based on the gender of the individual. Such harassment is in violation of federal and state laws.

Students in grades 4 through 12 may be suspended or expelled for sexual harassment. The Greenfield Union School District will not condone, permit, or tolerate sexual harassment of students or employees in any manner whatsoever. Persons engaging in such harassment shall be subject to discipline up to and including termination and expulsion.

Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status or progress.
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual’s academic or work performance, or creating an intimidating, hostile, or offensive educational or work environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the school [Ed Code 212.5]

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

- Unwelcome sexual flirtation or propositions
- Verbal abuse of a sexual nature
- Graphic verbal comments about an individual’s body
- Sexually degrading words used to describe an individual
- Display of sexually suggestive objects or pictures in the educational environment
- Any act of retaliation against an individual who reports a violation of the district’s sexual harassment policy or who participates in the investigation of a sexual harassment complaint

A student or employee who feels he/she is being harassed is encouraged to immediately report such incident to the immediate supervisor of the accused employee or student without fear of reprisal or retaliation. Administrative procedures set forth in this policy should be followed.

[Ed Code Sections 4890, 48900.3, and 212.6]

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Schools will not allow any clothing, haircut, jewelry, etc., which...

- ... is disruptive, or potentially disruptive, in the classroom or on the playground.
- ... prohibits full participation.
- ... is unsafe.
- ... indicates gang membership or association.

“The comprehensive safety school plan shall define ‘gang-related apparel’... as ...apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment.”

[Education Code 35183, 35294.2]

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Kendrick School operates a closed campus. Students enter and exit from one entrance (near office). All visitors are required to report directly to the front office. All visitors are required to produce a government issued photo ID and scanned into the RAPTOR system and logged in the visitation screen. Visitors ID is scanned against federal database for registered sex offenders. All approved visitors are provided a printed Visitor Badge containing visitor's information and location/destination. School Staff receives annual training to observe and enforce visitor ID badge requirement. Any visitors who do not have badge in a visible location are redirected to the office or engaged by school staff for questioning. All visitors exit through the front office and are "checked out" via Raptor System to insure an accurate head count is kept in the event of a disaster. All parameter gates are closed in the locked position.

Safe Dismissal- A signed note must be sent with a student or a parent/guardian must come to the school in person to make changes in student's dismissal procedure. Phone calls are not accepted for these changes, as a person's identify cannot be verified over the phone. For the same reason, a student cannot be called out of class to speak to a caller on the phone. Students may only be released to someone who is listed on the pink emergency card, which is signed by the parent or guardian, picture I.D. required.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**Component:**

Safe Place to Learn Act (E.C. sections 220, 221.5 and 234.1) The district is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, facilities, and activities. The district prohibits, at any school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Students who engage in discrimination, harassment, intimidation, bullying, or retaliation will be disciplined. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to file a complaint of a violation of these policies using the Uniform Complaint Procedures form, please contact the district's Assistant Superintendent Mr. Hogue at (661) 837-6000. Each student is permitted to participate in sex-segregated school programs and activities and access facilities consistent with his/her gender identity, irrespective of the gender listed on the student's records. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students, the district will address each situation on a case-by-case basis in accordance with law and Board Policy. If any student believes his/her privacy or religious beliefs and/or practices requires increased privacy he/she may contact the district's Assistant Superintendent Mr. Hogue at (661) 837-6000. Each such situation will be addressed on a case-by-case basis and in accordance with the law and Board Policy.

Element:

Escorting students to general education teacher during drills.

Opportunity for Improvement:

Students that are in interventions, RSP, or speech currently stay with their services teacher during a drill. Teachers do not count the students that happen to be outside of the classroom during a drill. Students that happen to be outside of the general education classroom will need to be escorted to their general education teacher during a drill. This will allow general education teachers to be responsible for their students in case of an emergency and parents must be contacted. The general education teachers have the rosters of the students in their class.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide and practice a procedure for escorting students to their general education classroom during an emergency drill.	<ol style="list-style-type: none"> Students exit the classroom during an emergency drill with their intervention teacher, special education teacher, or speech therapist. The intervention teacher, special education teacher, speech therapist, or one of their aides escort the students to their general education teacher. The general education teacher counts all the students that are present on the drill count sheet. 	Staff training, new drill count sheets	Hana Suleiman	The new procedure is in effect for the 2017-18 school year.

Component:

GFUSD - PBIS

Element:

Develop a behavior system that aligns with the district PBIS program.

Opportunity for Improvement:

Although Kendrick has school-wide behavior expectations and a multi-tiered support system for academics (MTSS), a team of teachers and support staff has been created to develop a detailed PBIS program at Kendrick School with the help of the district.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Develop PBIS as part of an overall MTSS program.	<ol style="list-style-type: none"> MTSS team is created with teachers, admin, and support staff. MTSS team will attend several professional development meetings with district personnel. MTSS team will create school-wide behavior expectations and a multi-tiered support system for behavior. The new PBIS program will begin year one in 2018-19 	District PBIS team, county research, professional development	Hana Suleiman	The program will be evaluated through the district and county.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

W. A. Kendrick Elementary School Student Conduct Code

Students involved in any of the following violations are subject to the actions listed. In carrying out these steps, the principal should base his/her decision on the severity of the infraction and other information available at the school site as well as drawing upon appropriate resources from the district. A pupil may be suspended if the principal determines that the pupil's presence causes a danger to person(s) or property or threatens to disrupt the instructional process. The pupil must be accorded due process rights as described by law. Kendrick operates a TIER II and III Behavior Intervention Class (BIC) to address repetitive negative behaviors.

Conduct Code Procedures

Responsibility of Student:

1. Respect authority of teachers, principals, and other staff members
2. Behaving in a manner that does not disrupt the rights of other students to learn
3. Following school rules and attending all classes on time

Responsibility of Parent:

1. Reinforcing, at home, appropriate behavior required at school
2. Reviewing school rules with children
3. Cooperating with school officials in carrying out appropriate discipline
4. Seeking guidance for assistance in correcting misbehavior of student

Responsibility of Teacher:

1. Assist in the development and enforcement of school rules
2. Develop concise classroom limits for students to follow
3. Communicating with students and parents regarding behavior problems and solutions

Responsibility of Principal:

1. Establishing clear rules, expectations, and responsibilities
2. Support teachers with disruptive students and hold parent conferences
3. Establish system of reminders for students concerning rules and their limits

ANTI-Bully Program:

Students have access to multiple staff members to address school bullying. Students may elect to report an incident of bullying in an anonymous fashion Anti-bully referrals are located in strategic areas for students to complete. Anti-Bullying assemblies are conducted annually to address the issue along with a school wide assembly to discuss school rules and expectations. Students who engage in acts of bullying are referred to Behavior Intervention Class. Students who engage in repetitive bullying are disciplined according to the GUSD Handbook for TYPE C and D behaviors..

Kendrick Cougars Classroom Expectations:

BE RESPECTFUL:

Always follow teacher directions.
Always be kind and helpful to others.

BE SAFE:

Comprehensive School Safety Plan

Always keep hands and feet to yourself.
Always use material appropriately.

BE RESPONSIBLE:

Always be engaged.
Always be prepared and ready to learn.
Always work with a purpose.

Kendrick Cougars Hallway Expectations:

BE RESPECTFUL:

Always follow adult directions and use manners.
Always be kind and helpful to others.

BE SAFE:

Always keep hands and feet to yourself.

BE RESPONSIBLE:

Always walk quietly with a purpose.

Kendrick Cougars Bathroom Expectations:

BE RESPECTFUL:

Be prompt and kind.

BE SAFE:

Always wash hands.
Always keep bathroom clean.

BE RESPONSIBLE:

Always give people privacy.
Always use a quiet voice.

Kendrick Cougars Cafeteria Expectations:

BE RESPECTFUL:

Always keep area clean.
Always follow adult directions.
Always use a quiet voice.

BE SAFE:

Always keep hands and feet to yourself.
Always report problems to adults.

BE RESPONSIBLE:

Always enter and exit with a purpose.

Kendrick Cougars Playground Expectations:

BE RESPECTFUL:

Always listen and follow adult directions.
Always include others and be kind.

BE SAFE:

Use equipment appropriately.
Always keep hands and feet to yourself.
Always report problems to adults.

BE RESPONSIBLE:

Always pick up trash and place in trash can.

Always return playground equipment

(J) Hate Crime Reporting Procedures

Any school staff who suspects that any hate crime has been committed against a student or other staff member shall report such suspicion to the site administrator, who will then report it to the proper authorities (Bakersfield Police Department, Kern County Sheriff's Office, etc.). The person who observed the alleged crime should document all pertinent information that may help the authorities to investigate the report (i.e., date, time, location, and a description of the events that took place to raise suspicion that a hate crime has been committed).

(K) Heat and AQI Guidelines

Heat and AQI Guidelines					
BAND	AQI Values	Level of Health Concern	Cautionary Statements	Outdoor Activities, Practice, Games and Camps	Temperature Degrees (F)
1	0-100	Good/Moderate	Unusually sensitive people should Consider reducing prolonged or heavy exertion outdoors	1) Frequent hydration whenever needed 2) Frequent shade breaks	below 100
2	101-150	Unhealthy for sensitive groups	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors	1) Reduced/modified physical activity outdoors/practice after 2:00 PM. 2) Frequent Hydration 3) Frequent shade breaks	below 100
3	151-200	Unhealthy	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) No practice/outdoor activity after 2:00 PM. 2) PE classrooms operate indoors after 12:00 PM 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Frequent hydration whenever needed	100 to 104
4	201-500	Very Unhealthy/Hazardous (AQI 301+)	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) ASSP/School outdoor practice events cancelled 2) PE classrooms operate indoors 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Rainy day/inclement schedule activated. AM Recess permitted and outdoor activities until 11:00 AM 5) Frequent hydration whenever needed	105 and over

1. AQI is determined by the EPA for Bakersfield, California.
2. Temperature is determined by the National Weather Service forecast for Bakersfield, California.
3. AQI/Heat alerts for bands 2-4 are sent to the following:
Administration, Site Clerical, Health Aide, MOT and Nutrition Services
4. AQI/Heat alerts for bands 2-4 are posted on AIERES.net for all users.

Safety Plan Review, Evaluation and Amendment Procedures

Kendrick's School Safety plan is reviewed annually by the School Safety Committee and with School Site Council. Safe School plan is readily available to all stake holders and public. Safety plan is developed using the current data from various reporting agencies by reviewing the following types of information:

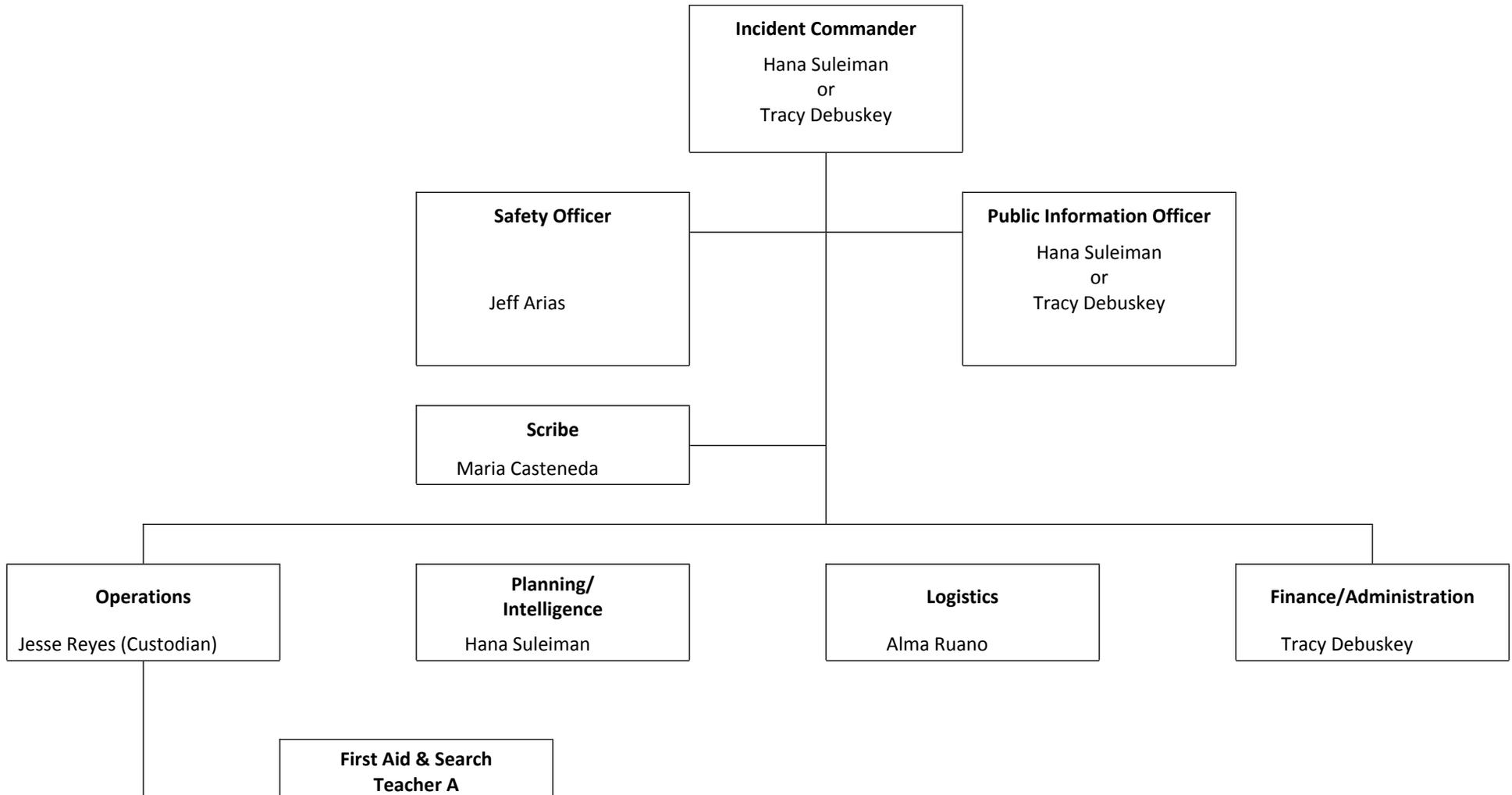
- § Reviewed by UMIRS/CALPADS
- § Office Referrals
- § Attendance rates/SARB data
- § Suspension/Expulsion data
- § Local law enforcement juvenile crime data
- § California Healthy Kids Survey data
- § School Improvement Plan
- § Property Damage data

Safety Plan Appendices

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plans are submitted by March 1st to the Safety Supervisor who keeps the documentation. Additional copies are available at the school office for review.	12/5/2017 2:30 PM	Reviewed Current Plan--Kendrick School
A law enforcement agency was consulted with in the writing and development of the Comprehensive School Safety Plan.	11/9/17 2:30 PM	Local law enforcement agency
The school site council (SSC) and safety planning committee has input in the planning and development of the plan.	11/09/17 2:30 - 3:30 PM	School Site Council Committee
School Site's safety plan is communicated to the public during parent meetings at back to school night	9/7/2017 5:15PM	School Administration
Mandated Reporter Training (CANRA)	08/19/17, annually	Schools Legal Service
SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	11/9/17	Kendrick School Site Council Meeting @ 2:30 PM
Great American Shake-off/Earthquake Drills (to be held once each quarter in elementary and once each semester in secondary schools).	10/19/17 @ 10:19 A.M.	Drills held monthly, subsequent dates TBD

W. A. Kendrick Elementary School Incident Command System



First Aid - Jessica Trejo, Maria Castenada
Search Teams-
Dennise Carter & Zach Wharton
Jennifer Radford & Tracy Debuskey
Sandra Zamora & Alma Ruano
Justin Janssen & Chris Vindiola
Jesse Reyes & Jeff Arais
Tangie Piper & Sandy Janssen

**Student Release & Accountability
TeacherB**

Sandy Janssen
Maria Castenada
Alma Ruano
Daniella Ochoa
Mary Ramirez

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Earthquake

In the event of an earthquake or an earthquake drill during the school day: Students and staff will take the DUCK, COVER, & HOLD position. 1) Drop to your knees (with your back to the windows) under protective cover (desk, table, etc.), if available. 2) Clasp hands behind head, covering neck; bury face in arms, protecting head; close eyes and cover ears with forearms. 3) Stay in this position until ALL CLEAR signal is given or threat is over. -Determine extent of injuries; check for safest exit route. -Calmly vacate the building to the designated Evacuation Assembly Area or, if necessary, to an alternate evacuation site. Take roll, fire extinguisher, and earthquake pack (if Applicable) with you. Deposit fire extinguishers at the Command Post. -Take roll, note any missing students; communicate that information to the Operations Officer-In-Charge. Deliver injured to First Aid. -Supervise and reassure students throughout the emergency. -If a teacher has other duties, e.g., Search & Rescue, Buddy Teacher will now take over until those duties are completed. -Await further instructions.