

# Comprehensive School Safety Plan SB 187 Compliance Document

**2017-2018  
School Year**

**School:** McKee Middle School  
**CDS Code:** 15635030101014  
**District:** Greenfield Union School District  
**Address:** 205 McKee Rd.  
Bakersfield, CA 93307  
**Date of Adoption:** October 19, 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 McKee Middle School Office and the Office of the Transportation and Safety Supervisor.

## 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"> <li>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"> <li>▪ Reviewed by UMIRS/CALPADS</li> <li>▪ Office Referrals</li> <li>▪ Attendance rates/SARB data</li> <li>▪ Suspension/Expulsion data</li> <li>▪ Local law enforcement juvenile crime data</li> <li>▪ California Healthy Kids Survey data</li> <li>▪ School Improvement Plan</li> <li>▪ Property Damage data</li> <li>▪ Other:</li> <li>▪ Other:</li> <li>▪ Other:</li> </ul> </li> <li>b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</li> </ol>		<p>Refer to SARC or <a href="http://www.gfusd.net">www.gfusd.net</a> for more detailed information</p>
<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>SSC and Staff reviewed plan November 2016</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.

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.

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

## **Disaster Plan (See Appendix C-F)**

McKee Middle School has procedures in place to address emergency or disaster situations that might affect the school site population. These measures are contained within the following pages. They are updated each year, previewed by the site administrators, 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 resources as laid out in these procedures. 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 McKee School, this system—the Standardized Emergency Management System (SEMS) 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 McKee 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 will FOLLOW UP on the decisions made and closely monitor 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 McKee Middle 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)**

To avoid student discipline problems and maintain a safe school environment, the principal or a designee shall provide "teachers" with information about a student's disciplinary history. Using available district or outside agency records, teachers will receive information on each student who has, or is reasonably suspected to have engaged in any suspendable or expellable act, during the previous three school years. Teachers will be given access to records for all of their students with a disciplinary history occurring during the previous three years. Any information received by a teacher shall be received in confidence, for the limited purpose for which it was provided and shall not be further disseminated by the teacher.[Education Code Section 49079]

#### **(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)**

McKee Middle School operates a closed campus. All visitors must report directly to the front office to register prior to entering campus. All visitors are required to produce a government issued photo ID prior to accessing campus/students. All visitors are scanned into the visitor management system (RAPTOR) and screened against federal database for registered sex offenders. All approved visitors are provided a printed visitor badge containing visitor's information and 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 visitor management system (Raptor) to insure an accurate head count is kept in the event of a disaster. All parameter gates are closed in the locked position.

At McKee Middle School, all visitors to the campus must register immediately in the school office, before proceeding to any school building or grounds when school is in session. Access signs establishing supervision hours, campus entrance requirements, including No Smoking/Alcohol signs are displayed prominently at entry points. The school's facilities are used until 6 PM with the presence of the After School Success Program. These procedures remain in effect throughout the extended instructional day. (Community use of these facilities may occur during off-hours.)

Assistant principals and security personnel monitor the school grounds for safety and the addressing of any concerns. The Safe School Committee meets as needed to discuss and reevaluate the safety needs of the school. Yard Duty Assistants patrol school campus entry and exit points throughout the day. Along with teachers, they monitor hallways and bathrooms to limit loitering by students. Two-way radio communication is used by security personnel, teachers, yard duty assistants, office staff, and administration. Paraprofessionals receive monthly training for yard supervision responsibilities.

SAFE DISMISSAL / PHONE MESSAGES:

Your child's safety is of utmost importance. Make every attempt to keep your children's schedules and transportation arrangements the same each day. WE WILL NOT ACCEPT PHONE CALLS for these changes, and we will not call your child out of class to speak to you on the phone. Children can only be released to someone who is listed on the pink emergency card, which is signed by the parent or guardian. A picture ID is required to check out any student from school. These procedures are in the best interest of student safety.

Regular maintenance of the school's facilities is the responsibility of the Maintenance Operations and Transportation Department of GUSD. The site administration works closely with this department to ensure a neat and clean school environment. Administrators and school site staff monitor site buildings for safety and appearance concerns—reporting them in a timely manner. Broken glass, gates, lights, and acts of vandalism are promptly handled by school maintenance. Maintenance personnel and site staff continue to be trained in safety measures such as chemical spills, handling blood, and the use of a sweep team during an emergency. Students are encouraged to assist in maintaining a safe and healthy school living environment.

**(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:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

**Element:**

**Opportunity for Improvement:**



Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

**McKee Middle 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.

**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

**(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**

McKee Middle School has procedures in place to address emergency or disaster situations that might affect the school site population. These measures are contained within the following pages. They are updated each year, previewed by the site administrators, 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 resources as laid out in these procedures.

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 McKee School, this system—the Standardized Emergency Management System (SEMS) 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 McKee 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 will FOLLOW UP on the decisions made and closely monitor 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.

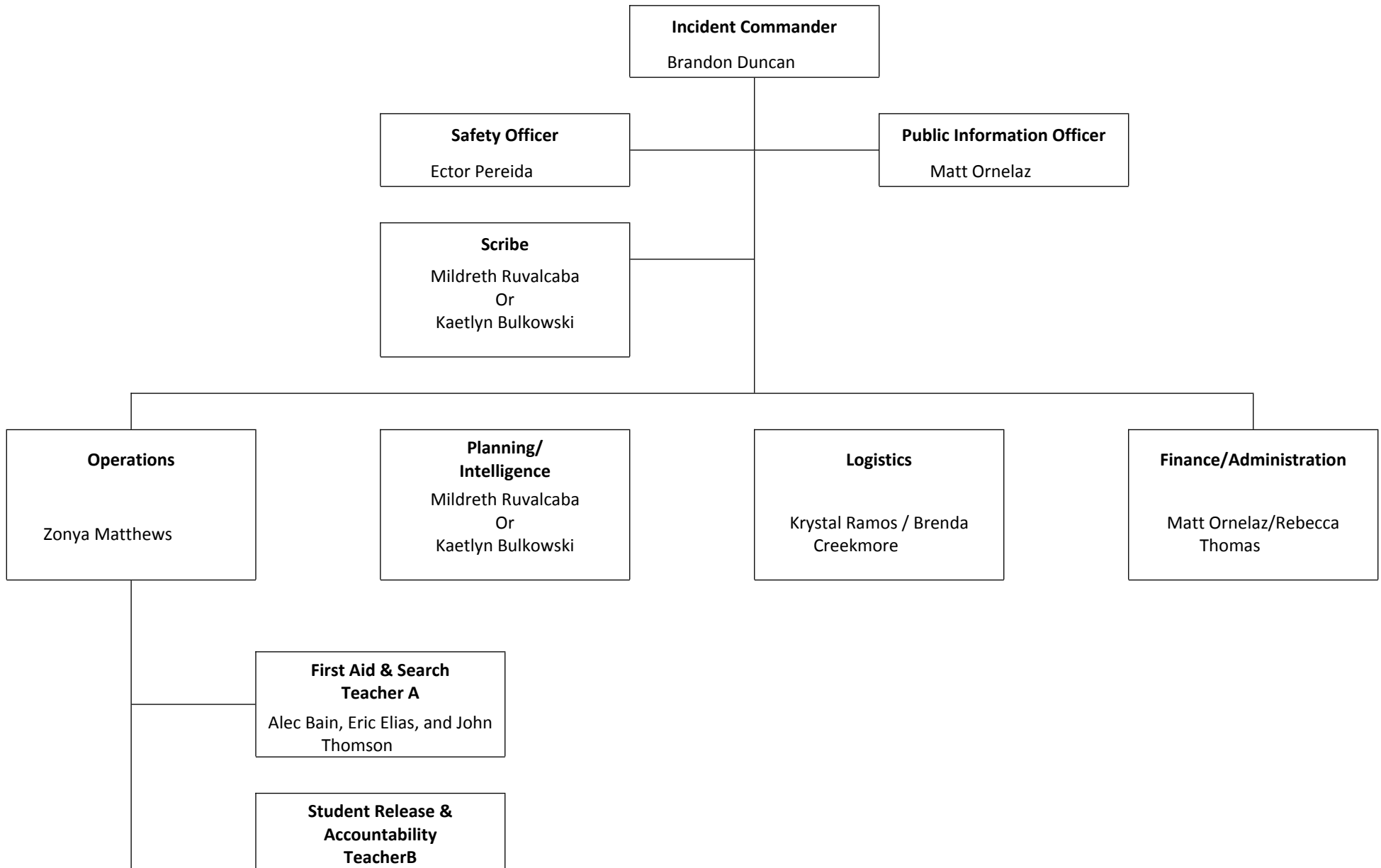
The following pages contain a more in-depth explanation of personnel roles and procedures in handling a disaster or emergency at McKee Middle School. They give an organized scenario for addressing a critical situation in the most effective manner.

## 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.	March 1st of current year	Documentation located with Safety Supervisor
A law enforcement agency was consulted with in the writing and development of the Comprehensive School Safety Plan.	March 1st of current year	Local law enforcement agency
Plan is written and developed by a school site council (SSC) of a safety planning committee.	March 1st of current year	School Site Council Committee
School Site's safety plan is communicated to the public during parent meetings at back to school night	Beginning of school year	School Administration
SSC/Planning Committee identifies areas of need/focus for the year.	March 1st of current year	School Site Council Committee
SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	March 1st of current year	
Drop Procedure Drills/Earthquake Drills (to be held once each quarter in elementary and once each semester in secondary schools).	9-07-17 Fire Bell 3:40 9-20-17 Reverse Evacuation 12:00 10-19-17 Earthquake/Fire Drill 10:19 11-15-17 Fire Bell 3:40 12-06-17 Earthquake/Fire Drill 8:50 1-17-18 Fire Bell 3:40 2-07-18 Reverse Evacuation 1:00 2-15-18 Earthquake/Fire Drill 10:15 3-14-18 Fire Bell 3:40 5-16-18 Earthquake/Fire Drill 10:15	Earthquake and Fire Drills

McKee Middle School Incident Command System



Mildreth Ruvalcaba / Gizela  
Bernal



## **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**

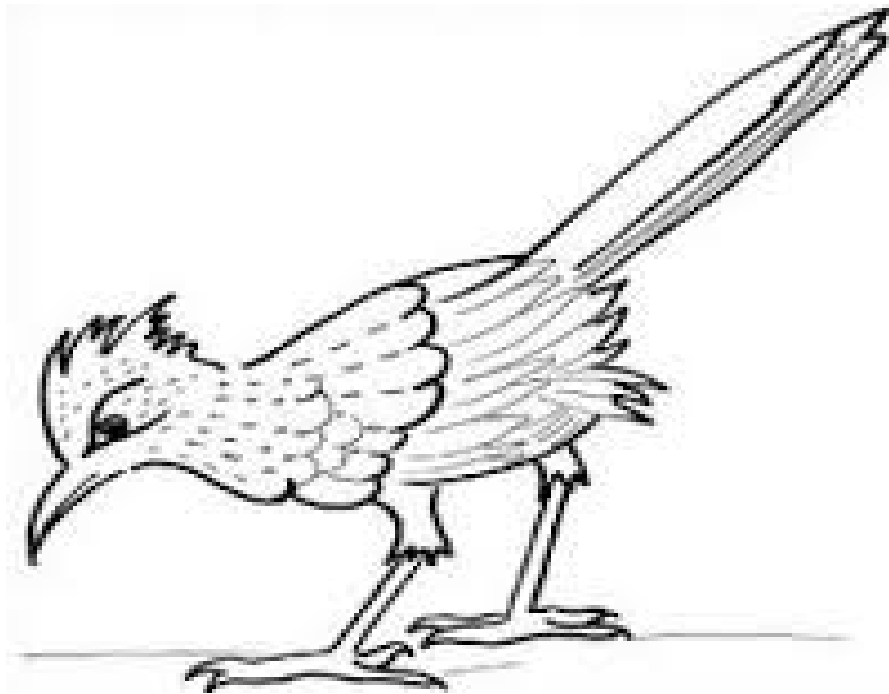
### **Step Three: Determine the Immediate Response Action**

### **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.

**MCKEE MIDDLE SCHOOL**  
**EMERGENCY OPERATIONS**  
**PLAN**  
**2017-2018**



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## **I. INTRODUCTION**

### **A. Purpose of the Plan**

The purpose of the McKee Middle School (MMS) Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of MMS and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines.

Lastly, developing, maintaining, and exercising the schools EOP increases MMS legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

### **B. Scope of Plan**

The McKee Middle School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems and internal and external communications plans. It is the goal of MMS to establish and practice this plan in the event that the impacts of any real life disasters are minimized. Student safety is our first priority.

## **C. Population Summary**

### **1. School Population**

#### **a. General Population**

McKee Middle School current enrollment is approximately 1,052 middle-school. These students are supported by a committed staff and faculty consisting of:

- 48 Teachers/Specialists
- 3 Administrators
- 7 Office/support staff
- 9 Instructional Assistants
- 5 Cafeteria staff
- 8 Maintenance and custodial staff

#### **b. Special Needs Population**

McKee Middle is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma, diabetes and severe allergies).

The school's current enrollment of students with special needs is approximately 112 ; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also attached to this document.

## **2. Building Information**

McKee Middle School is situated on \_\_18\_\_ acres. All buildings are single story and include two computer labs, library, cafeteria, fitness center, main office, after school office and \_\_70\_\_ classrooms.

A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in this document.

## **4. Preparedness, Prevention, and Mitigation Overview**

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. McKee Middle School fosters preparedness at all levels. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. McKee Middle School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Additional hiring of security offers greater protection of our students. In addition, McKee Middle School requires all adults to display identification badges.

Recent board policies enacted to reduce chemical exposure and possible fire hazards include forbidding any outside cleaning products or appliances. Those not specifically approved by the school board and used by custodial staff are no longer allowed on campus. It is the desire of MMS to mitigate any potential loss of life or property by controlling substances used near students, staff and equipment.





## **Preparing Staff and Students**

All McKee Middle staff is required to review emergency plans yearly. Teachers are to then review emergency procedure, exit routes and assembly locations with homeroom students. Teacher should cover scenarios occurring while in class and outside of class.

### **Teachers:**

1. Teachers release students from class when alarm is sounded. Teachers and staff without first period will report to Incident Command Center.
2. Teachers take sign and attendance sheet out to assignment area.
3. Take attendance and send a runner with either 'all present' or form with missing student name(s).
4. Monitor that students stay lined up and at assignment area until administrator gives the 'all clear' signal.

### **Students:**

1. Exiting building quietly and walking to 1<sup>st</sup> period teacher at assignment area when alarm is sounded.
2. Students are to stand and wait quietly and listen for further instructions.
3. Students will remain with first period teacher at assignment area until dismissed by school staff member.

If an emergency occurs when students are not in class (i.e, lunch, passing periods, before or after school) Students and staff will meet at assignment area with first period teacher. All staff without a first period will meet at the Incident Command Center.

## **Lock Down Procedures/Crisis Response**

In the event that an intruder or civil disturbance occurs on or near the campus lock down procedures will go into effect. No one leaves the classroom until cleared

“Lock down” Follow all procedures below:

1. Everyone stays in the classroom
2. During lunch or recess, security and noon aides and any other adults on the grounds will direct students to closest room available.
3. Teachers who are in their rooms will stand by the door and usher students into class (while in the process of locking the doors).  
\*Pull inside any student or staff member who is standing outside your door while you lock the door.
4. Once students are in, lock door. No one leaves and no one is allowed in once the door is locked.

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5. Do not use the phone system, all communication will be done via email. If computers are down, communication will occur via cell phone (administrators will send out text or calls to keep staff informed).
6. Email head count to Principal once doors are locked ( include how many students and adults are in the room).
7. Administration will announce when the lock down ends by saying “All Clear” over the intercom system.

## **Structural Inspection- Fire, Earthquake/Disasters**

See Site Evacuation Map 2017-2018

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1. Rooms 1-14               | **In charge of Green portion of map |
| -cafeteria                  |                                     |
| -custodial room             | Mr. Duncan (Principal)              |
| -boys bathroom              |                                     |
| -girls bathroom             |                                     |
| -staff bathrooms            |                                     |
| -west campus office         |                                     |
|                             |                                     |
| 2. Rooms 15-36              | ** In charge of Red portion of map  |
| -girls bathroom             |                                     |
| -boys bathroom              | Mr. Pereida                         |
| - PE Lab (ballroom)         |                                     |
| - Custodial closet          |                                     |
|                             |                                     |
| 3. Rooms 37-68              | **In charge of Blue portion of map  |
| - East campus office (ASSP) |                                     |
| -Curriculum Resource room   | Mr. Ornelaz                         |
| - Restrooms (3)             |                                     |

\*\*\* Mrs. Bulkowski and Mr. Mattly will cover above assignments in the event that one or more administrators are off site. \*\*\*

### **Personnel with Master Keys:**

Mr. Duncan   Mr. Pereida   Mr. Ornelaz   Mrs. Ruvalcaba   Mr. Martinez  
Security Guards

**Fire Extinguishers-** Every room is equipped with a fire extinguisher that is checked monthly.

**Emergency Supplies-** Main office and Custodian closet.

**Morgue**

The west campus morgue will be located in the north west corner of the basketball courts, next to the fence by Maintenance and Operations buildings. The east campus morgue will be located on the stage in the middle of the east campus.

**Hazardous Materials Storage Areas**

1. Cafeteria
2. Custodial Office
3. Front Office

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## **Staff Assignments: Earthquake**

### **Incident Command Center**

Mr. Duncan (Operations/Incident Commander)

Mr. Pereida (Logistics/Safety Officer)

Mr. Ornelaz (Team Dispatch Leader/Public Information Officer)

Mr. VanKopp (Lead Medic)

### **Search and Rescue**

\*Team leaders – bring backpacks/crow bar from classrooms

\*Team leaders - CPR/First Aid Certified

### **Roadrunner Team 1- Green portion of the map-report to park gate after completion**

(Rooms 1-14, cafeteria, custodial room, boys and girls bathroom, west front office)

\*Eric Elias

Paul Bovard

Eric Sanchez

### **Roadrunner Team 2- Red portion of the map-report to Class maintenance and operations gate area after completion**

\*Alec Bain

Hugo Garcia

Eric Falk

### **Roadrunner Team 3 - Blue portion of the map-report to class supervision area after completion**

\* John Thomson

Cordova

Anthony Martinez

### **First Aid Team**

Justin Mattly, Lynn Fox, Stan VanKopp, Edithza Urias

### **Request Gate (East Parking Lot)**

Zonya Bradford, Gizela Bernal (Spanish), Susan Galvan (Spanish)

### **Main Office**

Mimi Rucalcaba and Kaetlyn Bulkowsky

### **Perimeter and Utility Shutdown**

Maria Contreras, Mae Grandson, Luis Loera

### **Morgue**

East campus: Radley Martinez

West campus: Robert Niz

**Recommendations:**

McKee Middle School is committed to improving and updating the response time for emergencies. MMS will continue to train and practice monthly drill and educated students on their responsibilities during drills and actual disasters.

McKee is also committed to continually updating its approach to dealing with emergencies.

It is recommended that MMS investigate costs and availability of a school message systems that will enable parents to receive text messages or phone call in their primary language. This system would be used to rely important information about lock downs and disasters involving McKee Middle School. MMS should investigate if the current Aeries.net system can handle this item. Other systems include: School reach and School messenger.

It is also the recommendation that each classroom be equipped with an emergency response kit that includes bathroom supplies, flashlight, water and other items useful in an emergency situation.

High priority hazards can happen any time of day. It is important to include individuals or groups that may have access to the campus after school hours in the MMS emergency operations plan. After school program staff (ASP), sports officials/coaches, migrant teachers and tutors should be made aware of their role, or a separate plan should be developed to address these groups.

# LIST OF MISSING STUDENTS DURING AN EMERGENCY

**TEACHERS: KEEP THIS SHEET IN YOUR ROLL BOOK. IT IS TO BE COMPLETED AND WILL BE TAKEN BY A STUDENT TO AN ADMINISTRATOR OR TEACHER AT THE INCIDENT COMMAND CENTER.**

**TEACHER'S NAME:** \_\_\_\_\_ **RM. #:** \_\_\_\_\_

**THE FOLLOWING STUDENTS WERE IN MY CLASS, BUT ARE NOW MISSING:**

- |           |           |
|-----------|-----------|
| 1. _____  | 2. _____  |
| 3. _____  | 4. _____  |
| 5. _____  | 6. _____  |
| 7. _____  | 8. _____  |
| 9. _____  | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |

19. \_\_\_\_\_ 20. \_\_\_\_\_