

Comprehensive School Safety Plan SB 187 Compliance Document

2018-2019
School Year

School: Congressman Jerry Lewis Elementary School
CDS Code: 36-73890-6035331
District: Silver Valley Unified School District
Address: 1800 Blackhawk
Ft. Irwin, CA 92310
Date of Adoption: November 2018

Approved by:

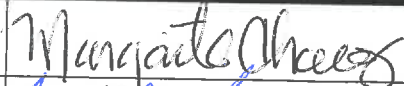
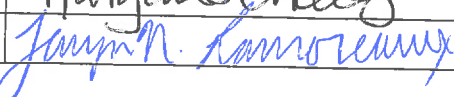
Name	Title	Signature	Date
Maggie Chavez	School Site Council Chairperson		2/11/19
Taryn Lamoreaux	Principal		2/11/19

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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 Congressman Jerry Lewis Elementary School's office.

Safety Plan Vision

Lewis Elementary is dedicated and committed to providing a safe, nurturing environment that fosters curiosity and inquiry for every child. We are dedicated to the development of the whole child through well-balanced meaningful learning experiences with strong academic and social foundations with the support of the community, parents and staff.

I am Lewis

United, Educated, Moving Forward ...

Coyote Strong!

Components of the Comprehensive School Safety Plan (EC 32281)

Congressman Jerry Lewis Elementary School Safety Committee

STAFF

The teachers at Lewis Elementary School are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Staff members also have access to a work order system in which they can notify the proper personnel of any safety issues that might exist at the school site.

COMMUNITY

Community involvement is encouraged to help increase school safety. The Fort Irwin Fire Department, Police Department and Support Squadron provide support to Lewis Elementary School.

Assessment of School Safety

- Positive Behavioral Intervention and Support (PBIS) was implemented during the 2012-2013 school year. The school is using Infinite Campus for behavior tracking to collect data on where, when and what behavioral expectations are not being followed. We use this data during our meetings to determine where we need to reteach expectations or adjust our procedures. We also use the data to determine students that need another level of intervention to support their behavior.
- The Check In/Check Out data is also being entered and tracked for the students at this level.
- Quarterly visits from Keenan and Associates are held to do site assessments on school safety.
- During a site safety survey and inspection, areas of concern were identified and are being addressed through the work order process at the district level.
- Community support has risen and soldiers with our support squadron are providing support for clean ups for activities at night.
- Drop off and pick up procedures have changed starting in the 2013-2014 school year. The valet system is still in use but there are two distinct traffic patterns to drop off students that are monitored. Minor adjustments are always being made to provide safe procedures for the students.
- Technology safety has been addressed in the summer of 2013 by installing LCD projectors with sound systems. Tech Tubs have been issued in 2014 to lock up and secure devices on a daily basis. This has allowed many cords to be eliminated during instruction at Lewis Elementary School.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

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

As a teacher you are required by Penal Code 11166 to report any known or suspected child abuse immediately to the proper authorities. This should be reported by telephone immediately, and you must prepare and send a written report within 36 hours of receiving the information concerning the incident. At Lewis Elementary School, the proper authority is Child Protective Services. You are the only person that can fill out the written report, form SS-8572 and make the call. If the child is in danger the Military Police and/or the Sheriff must be called. If you have any questions or need points clarified, please feel free to seek assistance. (See Child Abuse and Reporting form)

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

Disaster Plan (See Appendix C-F)

A contingency plan for emergencies is contained in a handbook available to each staff member. The District's Emergency Disaster Plan- EDP has been developed and provided as a separate document for each school site within Silver Valley Unified School District. The plan is reviewed at the beginning of each school year. This plan also contains information regarding available district and outside agency resources, emergency disaster procedures and information on both Standardized Emergency Management Systems (SEMS) and National Incident Management Systems (NIMS). The district made a concentrated effort to train staff at each school site in safety procedures during the 2010-2011 school year. The administrator and safety chair were trained in the Community Emergency Response Team. The Great American Shake Out was done in October district wide. Fire Drills are conducted monthly and earthquake drills are completed twice per year. Lockdown Drills are a focus at the district level, and practiced throughout the year. We are practicing lockdown drills and adjusting our procedures in order to create safer procedures. During the 2013-2014 school year, magnets and door straps have been provided in order to allow all doors to remain locked and for quick, safer response during a lockdown. One administrator and one other employee at each school site was also sent to HAM radio training during the 2016-2017 school year and received certification if passed the exam. HAM certified staff continue to have training throughout the year to practice these skills.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. Under California Education Code 48900, the following offenses are grounds for suspension and/or expulsion from school:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- (c) Possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- (d) Offered or arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- (e) Committed, attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco or any product containing tobacco or nicotine products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, offered, arranged or negotiated to sell any drug paraphernalia.
- (k) Disrupted school activities or willfully defied the authority of school personnel.
- (l) Knowingly received stolen school property or private property.
- (m) Possession of an imitation firearm.

48900.2 Engaged in the sexual harassment of anyone in or from the school district.

48900.3 Caused, attempted to cause, or participated in an act of hate violence.

48900.4 Harassment, threats, or intimidation directed against a student or group of students, enough to materially disrupt class work, create disorder and invade their rights.

Only the principal of a school can recommend expulsion. A hearing panel reviews the case and makes a recommendation to the Board of Education. Only the Board can expel a student. Parents have the right to appeal a decision to expel to the County board of Education. Additional due process rights are guaranteed to handicapped or disabled students (Ed. Code 48912 48917).

Due Process Rights

Teachers may suspend a student from their classroom for two consecutive days (the day of an infraction and the day following). Administrators can suspend a student from school for up to five consecutive days. Before suspending a student from class or school, an informal conference must be held between the student and the teacher (class) or administrator (school). The student must be told the reason for suspension and of any evidence that supports that decision. The student must be given an opportunity to present his or her side and any evidence in self defense. Parents must be notified of the suspension within 24 hours. A parent conference must be scheduled as soon as possible, but no later than five days. Parents may waive their right to a personal conference and confer by telephone.

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

CUM notice forms are provided to teachers once student records are received. They help to note what content to look for in the student's records.

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

Any student who engages in the sexual harassment of any district employee or student may be subject to disciplinary action. Any student enrolled in grades 4-12 may be suspended from school or recommended for expulsion if the Superintendent or the principal of the school in which the student is enrolled determines the student has committed sexual harassment as defined in Education Code section 212.5.

Sexual harassment is defined as: unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the educational setting.

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

Unwelcome leering, sexual flirtations or propositions, sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.

Graphic verbal comments about an individual's body, or an overly personal conversation.

Sexual jokes, stories, drawings, pictures or gestures.

Spreading sexual rumors.

Teasing or sexual remarks about students.

Touching an individual's body or clothes in a sexual way.

Unwanted sexual advances.

Cornering or blocking.

Displaying sexually suggestive objects or pictures, cartoons, or posters in the educational setting.

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.

Any student who believes that he/she has been the victim of sexual harassment should file a sexual harassment complaint with the principal or designee or another district administrator. The student may report his/her belief that he/she has been sexually harassed to any staff member who should notify the principal/designee and provide pertinent information until an investigation can be completed.

NON-DISCRIMINATION STATEMENT

No person shall on the basis of sex, race, national origin, or non-limiting handicapped conditions be excluded from participation in or be denied the benefits of or be subjected to discrimination under any educational program offered by Silver Valley Unified School District. Programs offered by the District include a variety of vocational education programs, including those in the area of Business, Consumer Home Economics, and Technical/Industrial. There are no special admission requirements for these programs except to progress sequentially from level to level. Lack of English language skills will not be a barrier to admission and participation in vocational education programs.

COMPLAINT PROCEDURES FOR RACIAL DISCRIMINATION OR SEXUAL HARASSMENT

Any student who believes he/she has been the victim of racial discrimination or sexual harassment should follow the following procedures:

Report the incident to the principal or a designee who will then complete the school site referral form.

The referral will be submitted to the school principal for immediate intervention.

Each incident will be reviewed by the site principal.

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

Lewis Elementary School Student/Parent Handbook:

DRESS CODE

As a guide to parents and students, the following guidelines are considered appropriate for school. Factors such as safety, neatness, and non-distraction of a learning environment are included in these guidelines. Please remember the children spend 85% of their day in air-conditioned or heated buildings.

- All clothes must be neat, clean, and mended.
- Footwear must be worn at all times. No flip-flops or bedroom slippers may be worn. Sandals must be worn with socks.
- Shoes need to have laces, straps and/or Velcro closures. Shoes must have a back or strap on the back.
- Hair must be neat and clean.
- Logo free hats or ball caps may be worn with the bill forward. No hats are to be worn in the building.
- All pants must be hemmed.
- Halter tops and bare midriffs will not be permitted.
- All skirts should be an appropriate length (may be worn with shorts underneath).
- Inappropriate words or advertisements will not be permitted, i.e. beer, cigarettes, gangs, or gang symbols, etc.
- Clothing articles are to be worn no more than one size larger than the student's appropriate size and length (no baggy or sagging clothing).
- Pajamas are not to be worn.
- Belts are to be an appropriate length, tucked into loops with no letter buckles or inappropriate logos.
- Tennis shoes must be worn for physical education (PE) classes. If another type of shoe is worn, you will need to bring tennis shoes for PE class. No straps, roller skates or chunky soled shoes are allowed in PE.

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

Lewis Elementary School Student/Parent Handbook:

BUS INFORMATION

Buses are assigned according to district guidelines. It is important to remember that riding a school bus is a privilege. This privilege can be revoked when misconduct occurs. Only students assigned to ride the bus are allowed on the bus.

Student behavior on School Buses:

Pupils transported in a school bus shall be under the authority of the bus driver. Students are responsible for their conduct while they are on the bus or being escorted across the street, highway or road. Continued disorderly conduct or persistent refusal to follow the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus in route between home and school or other destinations.

- All students shall be properly seated, except when loading and unloading at the proper bus stop.
- Students shall sit upright, face the front of the bus, keep feet on the floor in front of them, and in no way interfere with other students.
- Student are prohibited from creating any disturbance that would distract the driver. If the driver has to take his or her eyes off the road, it impedes the safety of all the students.
- The bus driver shall have jurisdiction over students' conduct in the bus and shall report infractions of rules to the parent and the school.
- The parent/guardian shall be liable for any damage to the school bus by a student.

All of these rules apply when riding to and from school, but also to all school related functions where transportation is necessary.

DROP-OFF AND PICK-UP

Many students are transported to and from school in private vehicles and everyone must work together for the safety of the children. There are two entrances and two exits in the drop-off area. Please pull your vehicle forward and allow a Lewis staff member to assist your child out of the vehicle. Please have your child exit on the passenger side where the adult is located. If you need to exit your vehicle, please park in a designated parking space. These are the only areas where students should be dropped off. These areas are supervised by adults and allow us to help your child get to school safely. Do not leave your vehicle unattended in the drop off area at any time.

During afternoon pick-up, please stay in line and with your vehicle. Pull forward with the flow of traffic and a Lewis staff member will release your child to walk to the car.

If you choose to park and pick up your child outside the school, you must park in a legal parking spot in the parking lot. Please do not allow your child to walk through the parking lot unattended. Please do not pull through or use the bus loading and unloading area which is the second large circular driveway.

BICYCLES, ROLLER BLADES, SKATEBOARDS AND "HEELIES"

Students who ride their bikes, scooters, roller blades and skateboards do so at their own risk. California Vehicle Code mandates children under the age of 18 wear a helmet. Citations may be issued for non-compliance. Please review safety instructions prior to the first day. Bicycle racks are provided. Students must provide individual locks for their bikes and must lock their bikes in the bike area. Lewis Elementary and Silver Valley Unified School District are not responsible for any lost, damaged, or stolen items.

****STUDENTS THAT ARE UNDER THE AGE OF 7 ARE NOT TO WALK TO AND FROM SCHOOL OR THE BUS STOP WITHOUT DIRECT SUPERVISION DUE TO FORT IRWIN POLICY #2****

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

Component:

Be proactive in addressing safety issues on campus and prioritize based on student and staff safety practices in order to provide a safe environment.

Element:

Communicate with the district through the work order process to address immediate safety issues.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Report any safety issues in order to provide a safe environment for staff, students, and families.	<ol style="list-style-type: none"> 1. Enter unsafe conditions immediately. 2. Do safety inspections with custodians and address issues. 3. Complete safety survey items. 4. Address safety conditions as reported by the fire inspector. 5. Use district safety assessment to improve conditions. 	<ol style="list-style-type: none"> 1. District provided funding. 2. Technology support funding through school site plan to update technology . 	<ol style="list-style-type: none"> 1. Principal, custodian, safety committee for identifying unsafe conditions. 2. Custodian, district personnel for work order process. 3. Teachers for completing safety recommendations. 	<ol style="list-style-type: none"> 1. Safety survey and inspection items completed. 2. Follow progress on work order system.

Component:

A positive school environment will be implemented in all areas by all staff to promote appropriate student behavior.

Element:

Improved Student Behavior

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>1. Implement PBIS program starting in the 2012-2013 school year.</p> <p>2. Implement school expectations consistently in all areas of the school.</p> <p>3. Provide professional development for staff.</p>	<ol style="list-style-type: none"> 1. Follow Student Behavior Reporting System including parent contact. 2. Use Coyote Dollars for individual students and continue to update Coyote Store for students to spend the dollars. 3. Communication between staff and families using website, newsletters, phone calls, e-mails and in person contact. 4. Coyote Paws are used for classroom recognition with rewards earned. 5. Created Check In/Check Out(CICO) system for students in 2013/2014. 6. Teachers created classroom matrices for 2013/2014 and are updated yearly. 7. Added a CICO Coordinator stipend position at Lewis in 2013/2014 . 8. Provided all staff training on ADHD type behaviors in 2014. 9. Purchased fidgets and other supports for teachers to use based on student need. 10. Coyote Howls and Positive Journals were created for staff recognition. 11. SELPA coming out to do training to address classroom supports for behaviors. 12. Implementation of EARS tickets for students that are going above and beyond. 	<p>1. Site funding for communication</p>	<ol style="list-style-type: none"> 1. Teachers - Ongoing use of Coyote \$, PBIS language and positive implementation. Use of Student Behavior Reports consistently. 2. Parents - Ongoing communication 3. Administration - Ongoing communication, follow through with SBR and parent contact. 4. PBIS training for next level of implementation for students that do not respond to the first level. Tier II team has trained the staff in Tier II accommodations and procedures. 5. Administration - Provide ongoing training and support in dealing with challenging behaviors through our SELPA. 6. SST/PBIS Team recommends Tier III and supports with follow through, meets with parent(s). 	<ol style="list-style-type: none"> 1. Increased numbers of referrals and student in 2012/2013 school year. 2. Increased numbers of purchases at the Coyote Store. 3. Decrease in the number of referrals during the 2014/2015 school year, increased student attendance, and lower suspension rates. 4. IC reports that show our specific areas of concern by grade level. At this time kindergarten in the cafeteria/playground, first grade in the bathrooms and second grade on the playground are our areas of concern. These continue to be the areas of concern in 2015/. 5. PBIS Committee, Administration - The Tier II team is conducting monthly to bimonthly meetings to continue to work on Tier II implementation while also exploring new ideas for students as needed. 6. Tier III implementation and training starting in 2015/2016 school year. 7. Tier III Implementation started in the 2016-2017 school year.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Congressman Jerry Lewis Elementary School Student Conduct Code

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT (PBIS)

To ensure the safety of all students and to create a positive school climate that is conducive to learning, Lewis Elementary is using Positive Behavioral Intervention and Support (PBIS). The goal of the program is to promote student self management in a variety of environments and situations. This is reinforced by the staff through concentrated efforts to foster a warm, comfortable environment that encourages student learning, self-confidence, respect and self-discipline.

COYOTE EARS is our behavioral slogan.

EARS:

Everyone
Acts Responsibly
Respectfully
Safe

Coyote Pledge:

I will do my best to come to school on time.
I will follow the directions of the school staff and volunteers.
I will be kind and courteous to others by always using proper language.
I will keep hands, feet and objects to myself.
I **will** respect and take care of school property.
I will walk on the sidewalks and in the hallways.
I am a member of a Coyote Class at Lewis Elementary School.

Conduct Code Procedures

CLASSROOM BEHAVIOR SYSTEM

Each teacher will inform you of the positive reinforcement and disciplinary interventions that will take place in their classroom. These could include warnings, discussion with students, time outs, sent to another classroom, and parent contact.

SCHOOL-WIDE POSITIVE INTERVENTIONS

- Verbal praise and recognition
- Coyote dollars leading to Coyote store or Coyote activities
- Coyote Paws leading to whole class rewards
- Coyote Assemblies- Includes Students of the Month, EARS Award, Achievement Award and Attendance Awards
- Spirit Fridays- Students wear school shirts or colors and the class from each grade level with the highest percentage of participation receives popcorn or treats as a class.

STUDENT BEHAVIOR REPORT

Our goal is to teach our students appropriate behavior choices. When a child chooses to make a poor choice or continue to make poor choices, they may receive an Student Behavior Report. This report will be sent home for parent signature and to provide you with information about the incident.

Parent support is extremely important when teaching appropriate behaviors. We want to work with you to provide your child with appropriate interventions and consequences for their behavior choices. Lack of support or involvement by the parent/guardian could result in the following actions. If the student is a military dependent, the Commanding Officer (in case of deployment, the Rear Detachment Commander) may be contacted. If non-military, the Intra/Inter district transfer will be reviewed for possible revocation or non-renewal.

(J) Hate Crime Reporting Procedures and Policies

Please refer to the Silver Valley Unified School District's policies on hate crime reporting procedures.

Safety Plan Review, Evaluation and Amendment Procedures

The District's Emergency Disaster Plan has been developed and provided as a separate document for each school site within Silver Valley Unified School District. The plan is reviewed at the beginning of each school year.

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Lewis Elementary School and is readily available for inspection by the public.

California Law also requires notice for public input prior to the adoption of the Comprehensive Safe School Plan. Notice for public comment was provided on January 7, 2019 at Lewis Elementary School. Notice was provided by School Site Council agenda. School Site Council meeting was scheduled for January 14, 2019.

Safety Plan Appendices

Emergency Contact Numbers

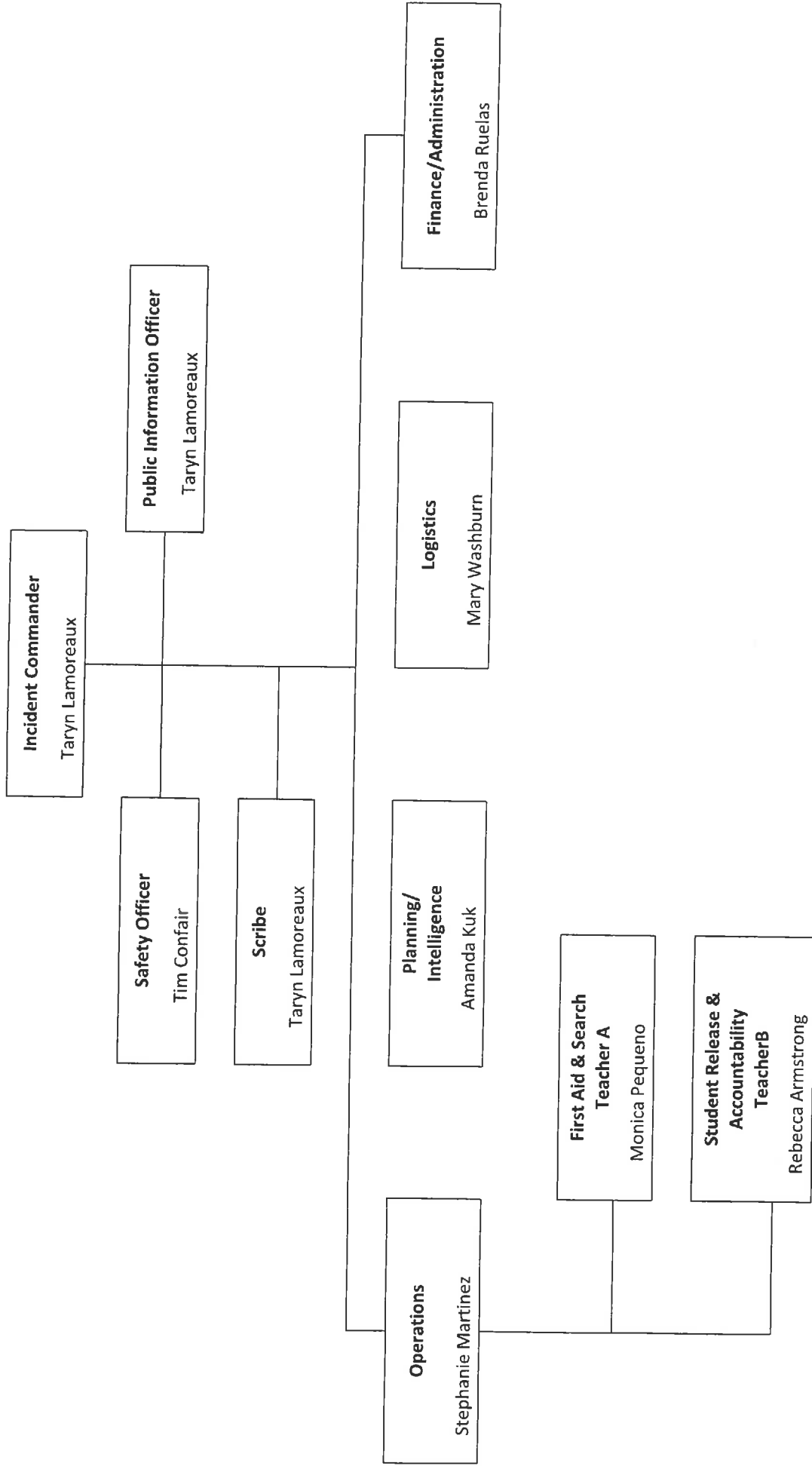
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Robert Saffel- Director of Maintenance and Operations	(760) 524-8898	

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)
Review and approvals of the Comprehensive School Safety Plan were conducted by our School Site Council Members and approved.	February 11, 2019 at 2:45 pm	Lewis Elementary School- SSC meeting

Congressman Jerry Lewis Elementary School Incident Command System



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

Types of Emergencies & Specific Procedures

Aircraft Crash

Refer to the District's Emergency Disaster Plan

Animal Disturbance

Refer to the District's Emergency Disaster Plan

Armed Assault on Campus

Refer to the District's Emergency Disaster Plan

Biological or Chemical Release

Refer to the District's Emergency Disaster Plan

Bomb Threat/ Threat Of violence

Refer to the District's Emergency Disaster Plan

Bus Disaster

Refer to the District's Emergency Disaster Plan

Disorderly Conduct

Refer to the District's Emergency Disaster Plan

Earthquake

Earthquake Drills will begin with an announcement from the school office. Students should get under their desk immediately, duck and cover, and wait for instruction from their teacher to evacuate the building.

Explosion or Risk Of Explosion

Refer to the District's Emergency Disaster Plan

Fire in Surrounding Area

Fire drills will commence with several short bells. Please evacuate the classroom by the designated door and follow directions of the teacher in charge to the designated area.

Fire on School Grounds

Fire drills will commence with several short bells. Please evacuate the classroom by the designated door and follow directions of the teacher in charge to the designated area.

Flooding

Refer to the District's Emergency Disaster Plan

Loss or Failure Of Utilities

Refer to the District's Emergency Disaster Plan

Motor Vehicle Crash

Refer to the District's Emergency Disaster Plan

Psychological Trauma

Refer to the District's Emergency Disaster Plan

Suspected Contamination of Food or Water

Refer to the District's Emergency Disaster Plan

Unlawful Demonstration or Walkout

Refer to the District's Emergency Disaster Plan

Emergency Evacuation Map

29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 11 10 09

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37 36 35 34 33 32 31 30

Silver Valley Unified School District
Evacuation Map
Lewis Elementary (LES)

Speech 1 3 08 07 06 05 04 03 02 01

Library K1 K2 K3 K4 K5 K6 K7 K8 K9 K10



Congressman Jerry Lewis Elementary School (K-2)
1800 Black Hawk
Fort Irwin CA 92310
760-386-1900