

ORANGE UNIFIED SCHOOL DISTRICT

Villa Park Elementary

10551 Center Drive
Villa Park, CA 92861
714-997-6281



COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289








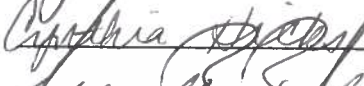


Raeanne Lopez Little, Principal
Submitted March 2016

**ORANGE UNIFIED SCHOOL DISTRICT
Safe School Action Plan Certification**

Date: February 29th, 2016

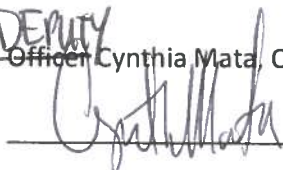
School Name: Villa Park Elementary

SUPPORT STATEMENT: This document was developed and approved using a collaborative process respectful of representation from all stakeholder groups. This document was reviewed and approved by the School Site Council

<u>REQUIRED SIGNATURES</u>	<u>NAME</u>	<u>SIGNATURE</u>
Principal/Designee:	Raeanne Lopez Little	
Classified Representative:	Gina O'Dowd	
School Site Council President:	Jacqueline Sobral	
VPE School Site Council:	Snow Coleman (teacher)	
	Tracy Regan (teacher)	
	Tammy Williams (teacher)	
	Jennifer Cisneros (parent)	
	Cynthia Hicks (parent)	
	Greg Baker (parent)	
	Erin Flynn (parent)	

LAW ENFORCEMENT

~~DEPUTY~~
Officer Cynthia Mata, Orange County Sheriff's Department School Resource Officer:



This is a public document and will be readily available for inspection at the school site and at the District Office.

The Safe School Action Plan is part of the Comprehensive Safe School Plan and will be evaluated and amended by the school safety planning committee and reviewed by the School Site Council prior to March 1 of every year.

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PART I—SCHOOL DESCRIPTION

MISSION AND VISION STATEMENT

Mission Statement:

Our vision at Villa Park Elementary School is to provide all our students with access to the Core curriculum and teach them the essential standards that are necessary for their successful next step in the educational continuum—that of middle school. In addition to these academic goals, we also envision sending our students forward with a sense of who they are and how their actions determine what others think of them.

The Mission of Villa Park Elementary is to:

Promote growth in all academic areas

Provide a safe and nurturing environment

Foster school as a place of community

Encourage responsibility, fairness, trustworthiness, integrity and respect

Promote tolerance and acceptance

Safe School Vision:

1. We will provide a safe, orderly and secure environment conducive to learning.
2. We will create a school environment in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. We will work collaboratively with the district office and School Board of Education to identify, establish and use strategies and programs to comply with school safety laws.
4. We will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. We will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. We will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. We will solicit the participation, views and advice of teachers, parents, school administrators and community members, and use this information to promote the safety of our pupils, staff and community.

School Profile:

Villa Park Elementary School, current building built in 1951, is one of (27) elementary schools in the Orange Unified School District. The school is located on Center Drive, south of Villa Park Road in the city of Villa Park.

Three ingredients make VPE the outstanding school that it is. First, there is an excellent teaching and support staff that works many hours beyond the school day to prepare and care for our students. The second ingredient is the outstanding parent support. The Home and School League provides funds for programs and

technology that enrich the educational experience of all students. Parent volunteers also have a positive effect on our student population. The students themselves make up the third ingredient. Villa Park students come to school with a desire to learn and be a part of a positive learning community.

The school staff is proud of the educational program it provides for our students. This year all schools in OUSD are continuing to strive for academic excellence through the leadership and guidance of our district strategic plan. Our data from our internal measures and state SBAC results indicate that 70% of our students are meeting grade level standards benchmarks. Students not meeting benchmarks are provided additional support during the school day and with extended day tutoring. The commitment of community involvement at VPE is exemplary and provides tremendous support for students, staff and programs.

To enhance the students' experiences the Home and School League provides programs such as Art Masters, carnival, PE Teacher, Science on the Go, book fairs, bicycle safety training, a K-4 music teacher, educational assemblies, Birthday Club, a Mother/Daughter Tea and Dad and Me Campout. Parents are also involved by volunteering in their children's classrooms.

VPE staff encourages students through positive recognition assemblies for citizenship and academic successes. Upper grade students have leadership opportunities by serving on Student Council. Finally, our 6th grade students are participating in DARE offered by the Orange County Sheriff's Department.

The campus is grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds and a large open field. Villa Park Elementary is completely enclosed by a fence with gates that are kept locked during school hours. The classrooms are situated in which there are includes seven wings (Kinder – 6th grade). Other ancillary structures include: administrative building, library, computer lab, speech and language, RSP, multi-purpose room/kitchen and five sets of restrooms. During the school day, students are supervised at all times, both in the classrooms and on the playground.

The school's physical facility is regularly maintained and generally looks neat and clean. The custodian and principal periodically examine the school's physical facility to help eliminate obstacles and provide for school safety. There are quarterly maintenance and facilities inspections compiled by the custodian and administrator, which are submitted to the district. Work orders are created to assist with jobs that cannot be resolved in house. Additionally, health and fire department inspectors visit the school on an annual basis. The principal, head custodian and individual classroom teachers monitor the classrooms for safety.

Villa Park Elementary has approximately 630 students who are currently enrolled in grades kindergarten through sixth grade. The school operates on a ten-month, modified traditional calendar. Students from this school come from families with low family mobility. Approximately 11% of the pupils are in families eligible for free/reduced lunches. The diverse student body at Villa Park represents many cultural and ethnic backgrounds, as well as an array of ability levels that include students receiving special education support through inclusion and the educational specialist program, and enrichment for intellectually gifted through class clustering. The contributions, achievements, and progress of all students are valued and celebrated. Villa Park Elementary employs 20 full-time teachers and 4 part-time teachers. In addition, part-time Response to Intervention teacher, speech and language specialist, psychologist, counselor and school nurse provide support to the students, teachers and school.

Villa Park Elementary is committed to maintaining a safe school – an environment where staff and students are both physically and emotionally safe. Villa Park Elementary follows Child Abuse reporting procedures commencing with Calif. Penal Code 11164, District Board Policy and Administrative Regulation 5141.4 and the January 4, 2010 letter from County of Orange Social Services Agency.

PART II--COMPLIANCE WITH SCHOOL SAFETY LAWS

□ Strategies for a Safe and Orderly Environment Conducive to Learning

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical or psychological harm. Villa Park Elementary promotes educationally and psychologically healthy environments for all children and youth. Villa Park Elementary recognizes that there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Villa Park Elementary further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Social Environment

Leadership at the school is a shared process. The principal and staff are committed to providing a safe environment that supports student achievement and is conducive to a healthy academic and social environment.

The principal sets a positive tone for the school and works closely with staff on curriculum and school safety issues. There is a high level of cohesiveness among the staff members which results in mutual cooperation and support.

The staff believes that increased student achievement and positive behavior are linked to caring relationships and the student's active involvement on campus. Staff is dedicated to promoting those caring relationships and encouraging student participation in as many campus activities as possible. Students are part of Student Council and are included in the planning and implementation of many spirit activities. They are encouraged to wear spirit wear t-shirts and sweatshirts to promote school spirit.

The academic and behavior efforts of pupils are recognized and rewarded in many ways including monthly Student of the Month awards, as well as recognition every trimester which includes recognition of academic excellence awards and honor roll recognition at grade level awards assemblies. Villa Park Elementary is a Positive Behavior Intervention School, which acknowledges students for positive behavior through PAWS tickets, monthly incentives, and positive principal referrals. Villa Park Elementary also promotes a positive school climate by implementing digital citizenship programs.

All students are expected to behave in a manner that promotes safety and order. They are encouraged to bring problems to the principal, teachers or other staff members. School rules and procedures are communicated at standards assemblies at the beginning of the year and continue to be addressed throughout the year. Discipline guidelines are consistent throughout all grade levels.

Academic Environment

The course of study at Villa Park Elementary includes the basic core curriculum, physical education, and enrichment courses in visual and performing arts and music, which are funded by our Home and School League for grades K-4. The staff provides information on additional activities open to students in the areas of community service. Teachers use a variety of instructional strategies including collaborative grouping, learning simulations, direct teaching, guest presentations, hands-on activities, portfolios, journals, creative writing, art, displays and many others that enhance and promote student learning.

The teachers are highly qualified, with many teachers holding advanced degrees and specialized certifications (i.e. Reading Specialist). The staff is united in their desire to provide quality education for all students. Teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst students and staff. Instructional time is maximized and disruptions are minimized.

Outside of the basic core curriculum, students receive Too Good for Drugs and Digital Citizenship instruction. Students not mastering grade level standards are provided extra support through small group instruction, before or after school tutoring and RTI support. Ongoing parent communication and support is offered through Blackboard or Haiku, Parent Portal and parent education nights for the general community and special sessions for parents of English Language Learners.

Regular Attendance and Punctuality

The school is proactive and works together with administration, counseling, psychologist, district office and community resources in remediating student excessive absences, truancy and habitual tardies.

The importance of school attendance is communicated to parents at School Site Council and ELAC meetings, addressed in Parent Newsletters and shared in Blackboard Connect phone messages. The principal and attendance clerk monitor attendance mid and end of every trimester, and communicate with parents of students with excessive absences/tardies. Perfect attendance certificates are awarded to students who have not missed any instructional time at the end of the school year.

Should attendance problems continue, the school refers the student to the School Attendance Review Board (SARB) or a referral to the Orange County District Attorney's Office with a request for prosecution of the parent and/or the student.

The school recognizes the importance of punctuality and regular attendance. Staff accurately records attendance records for all students. Parents of students with poor attendance will be contacted and medical issues will be referred to the school nurse.

Preventing and Intervening—Student Mental Health

Creating a safe school requires having in place many preventive measures for a student's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Students with antisocial and aggressive tendencies are identified using measures such as teacher and staff observation, parent and community information, patterns of behavior, counseling needs and experiences.

While the school has one assigned psychologist and one assigned counselor, the District also contributes to student mental health needs through School and Community Services and Special Education Offices. The school staff identifies students in need and convenes CAST, Student Study Team, and/or SART meetings with the family. The staff has implemented the EDCR Incident Crisis Response Plan for "suicide" when a student exhibits specific characteristics. The school/district psychologist and police crisis response teams are contacted as well.

Rules and Procedures for Discipline

District Discipline Board Policy 5144

Board of Education desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. (cf. 5020 - Parent Rights and Responsibilities) (cf. 5137 - Positive School Climate) (cf. 5143.3- Nondiscrimination/Harassment) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs. (cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board Policy and Administrative Regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. (cf. 0450 - Comprehensive Safety Plan) (cf. 3515 - Campus Security) (cf. 3515.3 - District Police/Security Department) (cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 4158 - Employee Security) (cf. 5136 - Gangs) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities) (cf. 6164.5 - Student Study Teams) (cf. 6159.4 - Behavioral Interventions for Special Education Students) (cf. 6182 - Opportunity School/Class/Program) (cf. 6184 - Continuation Education) (cf. 6185 - Community Day School)

Staff shall enforce discipline rules fairly and consistently without discrimination. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment) The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques. (cf. 4131, cf. 4231, cf. 4331-Staff Development)

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

□ Policies and Procedures that Lead to Suspension and/or Expulsion

District Suspension/Expulsion Board Policy 5144.1

Suspension and Expulsion/Due Process

The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. (cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion. (cf. 6245 – Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (E.C. 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (E.C. 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in an administrative regulation.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in regulation. (E.C. 48911, 48915, 48915.5) (cf. 5119 – Students Expelled from other Districts) (cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Disabilities))

Supervised Classroom Suspension

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in their coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee may establish a supervised classroom suspension program that meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a supervised classroom suspension program that evolves from a progressive discipline approach in conjunction with conferences between staff, parents/guardians and students to remedy any outstanding situations. Other alternatives to off-campus suspension include detention, the creation of student study teams or other assessment-related teams and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents or guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (E.C. 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/ guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented by serious illness/injury/disability, absence from town or inability to get release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

School Rules and Procedures

School Discipline Policy

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based and fair. School safety is enhanced by a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences accommodating student differences on a case-by-case basis. Discipline consequences are applied in a nondiscriminatory manner with the focus on finding the cause of problems and working with all concerned to reach a proper and lawful solution. The school's discipline plan begins at the classroom level. Teachers use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

The school's rules and procedures are attached (**see Appendix A**), and copies are available in the school office. At the beginning of each school year, the school rules are included in the opening packet, which is given to each student and their families.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, the Student Placement Committee shall submit a mandatory expulsion recommendation. The list of acts that lead to suspension and expulsions are in the student handbook.

Law enforcement is contacted and consulted to help maintain and promote a safe and orderly school environment.

Community involvement is encouraged to help increase school safety. The school has an active community and there is open communication between the school and the community in regards to school safety. The Orange Police Department and District Attorney provide the GRIP program and drug and tobacco diversion programs. The PTA, ELAC and the School Site Council openly participate in school safety issues.

Dress and Grooming Policy

District Dress and Grooming Policy 5132 (including Prohibition of Gang-related Apparel)

The Board of Education believes that appropriate dress and grooming contributes to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. (cf. 4119.22 - Dress and Grooming (staff)) (cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians are informed of the dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates the dress code shall be subject to appropriate disciplinary action. (cf. 5144 - Discipline)

Prohibition of Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a gang related dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. 0450 - Comprehensive Safety Plan) (cf. 5136 - Gangs)

Uniforms

To promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a district school may wish to establish a reasonable dress code requiring students to wear uniforms. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (E.C. 35183) Such a dress code may be

included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve such dress codes when it determines they are necessary for the health and safety of the school's students. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

School Dress Policy including Gang-Related Apparel

Villa Park Elementary follows all Board policies related to student attire. The school dress policy is attached (see Appendix B).

Campus gang affiliation and gang activity will not be tolerated. The staff works closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families. Immediate campus graffiti removal is a top priority.

Child Abuse Reporting

District Child Abuse Reporting Board Policy 5141.4

The Board of Education recognizes that the District has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies. (cf. 1312.1 - Complaints Concerning District Employees) (cf. 5141.41 - Child Abuse Prevention Program)

The Superintendent or designee shall establish regulations for use by employees in identifying and reporting child abuse. District employees shall report known or suspected incidences of child abuse in accordance with District regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse. (cf. - Employee Notifications)

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

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

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

To reduce or eliminate unfounded child abuse accusations directed at school employees, child abuse in-service training shall include guidance in disciplining students and maintaining ethical relationships with them. (cf. 3514 - Environmental Safety) (cf. 5142 - Safety) (cf. 5145.7 - Sexual Harassment)

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

Villa Park Elementary employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

□ District Teacher Notification of Disciplinary History

The principal or designee uses district and other appropriate records to inform teachers of each pupil identified under Education Code 49079: (1) during the previous three school years, engaged in any act warranting a suspension or committed an expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, helps in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

□ Safe Ingress and Egress to Campus

Villa Park Elementary is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus and minimizes the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing around the entire perimeter of the school. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register through the principal's office immediately upon entering any school building or grounds when school is in session. District employees shall wear appropriate identification badges while conducting business on campus.

Villa Park Elementary has established a visible means of identification for visitors while on school premises (i.e. tag). Further, the school has a notice and removal system that establishes sufficient documentation for civil law remedies as needed. The principal or administrative designee may direct an individual to leave school grounds after concluding that the person is likely interfering with the peaceful conduct of school business or the person has entered the campus with the purpose of committing such an act. If there is an attempt to return they can be detained and charged with trespassing. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. For continuing disruptive behavior by a visitor or outsider, the school contacts the district office to determine whether to file for a temporary restraining order and injunction. At the beginning of school students enter the campus off Lincoln or Center Drive. A staff member

monitors the gate onto the campus. All gates and the front gate are closed and locked immediately following the 8:00 AM school bell. During the school day all parents and other visitors must come through the school office to gain access onto the campus. Visitor or volunteer badges are provided once an adult signs in, indicating their purpose for being on the school campus. Any adult without identification is asked to leave the school premises.

Internal Security Procedures

a. Campus Supervision

Villa Park Elementary enhances physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. The school identifies areas of high crime activity and restricts pupil access to these areas. Additionally the school provides effective school supervision and provides preventative programs and activities for students in need. Administration and staff take a proactive approach to dealing with crime.

Villa Park Elementary employs a principal whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Our local law enforcement agencies (the Orange County Sheriff's Department) have School Resource Officers who work with the school and respond as needed to all police-related campus situations.

Students can also be a good source of information and are often the first to know of potential school violence. However, building caring relationships between students, administrators and staff is key to increasing the likelihood that students will report the critical information and troubling behaviors so administrators can respond swiftly and appropriately.

b. Communication Tools

Classrooms are equipped with telephones and classroom doors remain locked throughout the school day. A PA system is also available to alert all staff at once of potential danger.

Bullying Prevention and Intervention

District Bullying Board Policy 5132.2

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in

accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, or cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

Nondiscrimination/Harassment

District Nondiscrimination/Harassment Board Policy 5145.3

Nondiscrimination/Harassment

The Board of Education is committed to affording equal rights and opportunities for all students in public education. No student shall be subjected, in any program or activity conducted by the District, to unlawful discrimination and/or harassment on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of section 422.6 of the Penal Code and section 48900.3 of the Education Code.

The Board of Education shall ensure equal opportunities for all students in admission and access to educational programs and activities, classes and courses, guidance and counseling programs, athletic programs, physical education activities, extracurricular activities and student clubs, testing procedures, vocational education and other activities. Nothing herein shall be construed to prohibit the use of prerequisites that have been demonstrated to be essential to success in a given program, course, or extracurricular activity. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The District may provide male and female students with separate sexual health and HIV/AIDS prevention classes in order to protect student modesty. In addition, students may be grouped by ability during physical education when assessed by objective standards of individual performance without regard to sex as long as all students are involved in the same physical activity or conceptual learning experience.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Staff shall be alert and immediately responsive to student conduct, which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students or District personnel, or who create an intimidating or hostile environment, shall be subject to appropriate discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or who observes an incident of harassment should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint alleging discrimination/harassment can be filed with the District's Compliance Officer in accordance with the Uniform Complaint Procedures set forth at BP 1312.3 and AR 1312.3.

This policy shall be posted in all schools and offices including student government meeting rooms. The

District's nondiscrimination policy shall be published in the individual's primary language to the extent required by law.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

District Sexual Harassment Board Policy 5145.7

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in District complaint processes.

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information related to sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in the sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action (5 CCR 4964)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable

the District to monitor, address, and prevent repetitive harassing behavior in the schools.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

Villa Park Elementary maintains a copy of the district's sexual harassment policy in the principal's office. This policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the Parent/Student Handbook. The handbook is mailed at the beginning of each school year to all student residences. Policies are also available on-line. Additional copies are available in the school office. All Administration receives sexual harassment training biennially. They, in turn, train site staff.

Hate Crime Reporting

The bases contained in the prohibition of hate crimes in Penal Code 422.6(a) are "race, color, religion, ancestry, national origin, disability, gender or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics." The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination and has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated the school immediately investigates and reports any incidents to the Office of School and Community Services. The Uniform Complaint Procedures as noted in Board Policy 1312-1312.3 is the formal complaint process to ensure District compliance with the law.

Red Cross Use of Facilities

The District allows the American Red Cross the use of grounds and facilities for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. In the event of a disaster, the Business Department will coordinate the facility use with the American Red Cross, the Office of Student and Community Services and the principal of the selected campus.

Design of Comprehensive Safe School Plan, Notice to Law Enforcement, Communicate the Plan to Stakeholders, Public Meeting and Public Comments

The Comprehensive Safe School Plan shall be developed by a Safe School Planning Meeting. Each school is to identify the Safe School Planning Committee as stated in Education Code Section 32281: "except as provided...for small school districts, the school site council...or delegated planning committee shall develop a comprehensive school safety plan...", "...The School Site Council shall write and develop a Comprehensive School Safety Plan or The School Site Council may delegate to a School Safety Planning Committee". "The School Site Council shall consult with law enforcement in the writing and development of the plan".

Per Education Code Section 32288, the school site, before adopting the plan with the School Site

Council or delegated Safety Committee shall hold a public meeting at the school site and notify in writing, if available:

The local mayor, the local school employee association, each parent organization at the school site, each teacher organization at the school, the associated student body government and any other interested parties. It is recommended that the School Site Council agenda reflect the wording such as the following: "PUBLIC INPUT SESSION/ Communications to the Villa Park Elementary School Site Council: Communications to the Villa Park Elementary Site Council: Members of the public may address the School Site Council regarding matters pertaining to Villa Park Elementary".

Each Comprehensive Safety Plan will be submitted to the Board of Education for review and adoption and each school site shall report on the status and content of the plan through the School Accountability Report Card (SARC). Complaints of non-compliance should be encouraged to be resolved at the site level. Appeals should be forwarded to the Office of Student and Community Services. After all site and district level hearings and appeals, per Education Code Section 32289, complaints may be filed with the CDE under the Uniform Complaint Process.

PART III--CRISIS RESPONSE PLAN

A contingency plan for emergencies is contained in a handbook and provided to each staff member. The Emergency Procedures Plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS). Elementary schools have monthly fire and quarterly earthquake and lockdown drills; middle schools have quarterly fire, earthquake, and lockdown drills; high schools have quarterly lockdown drills and biannual fire and earthquake drills.

The school benefits from the District's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed. Included in this Safe School Plan are the emergency procedure plans, and school maps with evacuation routes, on and off campus assembly, location of utilities and emergency supplies. Emergency disaster procedures, which include maps of on and off campus evacuation routes and assembly areas, location of utility shut-offs and emergency supplies, medical triage site, location of parent check-in and student reunification, schedule of fire, earthquake and lockdown drill and staff training. Emergency procedures are attached (**see Appendix C**).

THE "eEOP" is available in the school office.

PART IV--COMPREHENSIVE SCHOOL SAFETY ACTION PLAN

ANALYSIS SUMMARY

Education Code §32282 states that the comprehensive school safety plan shall be evaluated once a year to ensure that the plan is properly implemented. *The plan shall include “assessing the current status of school crime committed on school campuses and at school-related functions.”*

I. REVIEW OF LAST YEAR’S CSSP ACTION PLAN

Describe your progress towards or completion of last year’s goals and objectives.

Villa Park Elementary continues to focus on the safety of all students and staff by reevaluating safety programs and procedures each year. According to our Aeries data, our school wide PBIS program, along with Student of the Month recognition awards, has continued to promote positive behavior; creating a school environment with minimal discipline issues.

Staff and students are well trained in emergency procedures occurring during class time, as evidenced during both fire and earthquake drills.

II. ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME ON CAMPUS AND AT SCHOOL-RELATED EVENTS

With a school wide focus on Positive Behavior Interventions and wonderful parent support, school crime is minimal at Villa Park Elementary. The Comprehensive Needs Assessment Summary and Overview of Goals from Villa Park Elementary’s Single Plan for Student Achievement (**see Appendix D**) outline an analysis of current trends contributing to our positive school climate and safe school environment. Data sources include discipline referrals, suspension data, site attendance rates, SARB referrals, and end of the year parent surveys. Additionally, curriculum programs such as Too Good for Drugs, Cyber Bullying and Digital Citizenship also enhance the safe learning environment at Villa Park Elementary.

COMPONENT ONE: <i>People and Programs</i> Goal #1: Refine and expand current programs promoting student safety and positive campus climate.	Target Date	Person responsible	Budget Sources
Objective #1- Continue to implement PBIS practices throughout the school. <u>Activities-</u> <ul style="list-style-type: none"> ➤ Update and share matrix with students and parents. ➤ Update school referral form ➤ Update Parent Handbook, including school and playground rules and dress code. Share with parents and students annually. ➤ Increase academic and behavioral interventions and supports for all students using the multi-tiered system of support (MTSS) ➤ Continue to implement and expand educational assemblies and programs for parents and students about behavioral topics including preventing bullying and cyber bullying. 	Mar. 2016 –Mar 2017	Staff/ Principal/Counsel or /Psychologist	Lottery/Site Discretionary H & S League/Donation
Objective #2 – Continue to develop and refine a school wide special emergency procedures earthquake, fire, lockdown, inclement weather <u>Activities:</u> <ul style="list-style-type: none"> ➤ Update and revise emergency protocols ➤ Increase frequency of drills at various timeframes (lunch, recess, etc.) ➤ Develop shelter classrooms with easy access from the playground at all times in the event of a lockdown. ➤ Continue Training staff/students including training with law enforcement personnel. ➤ Purchase additional two way radios for teachers 	Mar. 2016 – Mar 2017	Principal/ Staff/Students	Lottery/Site Discretionary H & S League/Donation
Objective #3 Refine procedures for students and staff with accessibility and functional needs in accordance with the district framework <u>Activities</u> <ul style="list-style-type: none"> ➤ <u>Mitigation-</u> when conducting site quarterly safety inspections, consider the specific needs of staff and students with accessibility and functional needs. ➤ <u>Preparedness-</u> ensure consistency of procedures to support students and staff with accessibility and functional needs. Maintain an evacuation procedure for staff and students who are unable to 	Mar. 2016 – Mar 2017	Principal/school Nurse/School Psychologist/ Counselor/Special Education and Inclusion staff.	Lottery/Site Discretionary H & S League/Donation

<p>travel to a secondary evacuation location on foot, whether temporarily, or permanently. Work with the school nurse and parents to ensure 72 hour supply of medication to students with critical medical needs.</p> <ul style="list-style-type: none"> ➤ <u>Response</u>- Ensure a buddy system or staff support during a crisis as appropriate to meet the needs of staff and students with accessibility and functional needs. ➤ <u>Recovery</u>-Work with special education and mental health staff to develop a recovery plan that ensures support to staff and students with accessibility and functional needs following an emergency. 			
<p>Objective #4 Improve student attendance rate Activities</p> <ul style="list-style-type: none"> ➤ Begin parent education campaign to inform parents of the importance of daily attendance. Incorporate information about attendance into regular parent meetings and communications. ➤ Increase incentives for good attendance. ➤ Promote healthy habits including hand washing throughout the day. ➤ Increase supports and home school communication for students with chronic attendance issues. 	Mar. 2016 – Mar 2017	Principal/ counselor/ Psychologist/ Teachers/H&SL	Lottery/Site Discretionary H & S League/Donation
<p>COMPONENT TWO: <i>Physical Environment</i> Goal #2- Improve safety and security of the campus environment.</p>	Target Date	Person responsible	Budget Sources
<p>Objective #1- Increase security and safety for students throughout the school day, especially at drop off and dismissal time.</p> <ul style="list-style-type: none"> ➤ Clearly communicate to parents and guardians the importance of providing a secure physical campus environment throughout the school day and while after school programs are in session. ➤ Reinforce the importance of maintaining the main office as the point of entry throughout the day. Refine procedures for checking parents into the campus especially during special events. ➤ Refine morning drop off procedures to ensure that access to unsupervised areas is minimized and that all parents and guardians exit campus and gates are locked promptly after the bell rings. ➤ Keep bathrooms closed and locked during 	Mar 2016-Mar 2017	Principal/Staff	Lottery/Site Discretionary H & S League/Donation

<p>drop off and dismissal time, with the exception of one set of bathrooms accessible to supervised playground areas.</p> <ul style="list-style-type: none"> ➤ Increase supervision at exits during dismissal time. ➤ Investigate the feasibility of unifying the dismissal time to avoid students, parents and guardians waiting on and around campus for extended periods of time. ➤ Develop a committee to refine parking lot procedures to increase student safety. ➤ Investigate the feasibility of changes in fencing in the front of the school that would maintain safe routes of ingress and egress while minimizing unsupervised access to the main campus. 			
<p>Objective #2- Increase physical safety of campus facilities.</p> <ul style="list-style-type: none"> ➤ Ensure the timely submission and follow through of work orders affecting student safety. ➤ Purchase additional fire extinguishers and signage for classrooms ➤ Investigate steps needed to improve nighttime lighting on campus. ➤ Pursue suggested improvements to labeling classroom numbering for easy access by law enforcement personnel. ➤ Pursue the ability of all classroom phones to make announcements in the event of a lockdown. 	<p>Mar 2016-Mar 2017</p>	<p>Principal/Staff/ Custodian/ Facilities</p>	<p>Lottery/Site Discretionary H & S League/Donation</p>

SAFETY PLAN DEVELOPMENT REQUIREMENTS

1. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.

School Site Council Members

Raeanne Lopez Little, Principal
Gina O'Dowd, Classified Representative
Snow Coleman, Teacher Representative
Tammy Williams, Teacher Representative
Tracy Regan, Teacher Representative
Jacqueline Sobral, Parent Representative, SCC Chairperson
Jennifer Cisneros, Parent Representative

Cynthia Hicks, Parent Representative
Greg Baker, Parent Representative
Erin Flynn, Parent Representative

2. SSC/Planning Committee shared with a representative from a law enforcement agency the Comprehensive School Safety Plan.

See attached

3. SSC/Planning Committee shall notify in writing a public meeting was held regarding the Comprehensive School Safety Plan to the following groups: mayor, representatives from employee organizations, parent organizations, ASB representative, and anyone else who has requested meeting notification.

See attached.

4. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at **a public meeting at the school site.**

See attached.

5. The plan should include documentation that it was **submitted for approval to the district office.**

See attached.

Villa Park Elementary

**10551 Center Drive
Villa Park, California 92861
(714) 997-6281**

Raeanne Lopez Little, Principal

rlittle@orangeusd.org

February 25th, 2015

Dear Officer Mata:

The California Education Code requires each school site to annually review and update its Comprehensive Safe School Plan. Additionally, it requires that the school consult with a representative from local law enforcement agency in the writing and development of the safety plan. I am enclosing a draft copy of our plan so that you can provide input prior to the public meeting. You are also invited to attend the meeting scheduled for 2:30 PM Monday, February 29th at Villa Park Elementary School in the library.

Should you have any questions, please contact me (714) 997-6281.

Sincerely,
Raeanne Lopez Little

Villa Park Elementary

**10551 Center Drive
Villa Park, California 92861
(714) 997-6281**



Raeanne Lopez Little, Principal

rlittle@orangeusd.org

February 25, 2016

The Honorable Greg Mills
17855 Santiago Blvd
Villa Park, CA 92861

Dear Mayor Mills:

The California Education Code requires each school site to annually review and update its Comprehensive Safe School Plan. You are invited to attend a public meeting during which you will have an opportunity to express an opinion regarding Villa Park Elementary School's plan.

This public meeting is scheduled for 2:30 PM, Monday, February 29th at Villa Park Elementary School in the library. Should you have any questions, please contact me at (714) 997-6281.

Sincerely,

Raeanne Lopez Little
Principal
Villa Park Elementary

Villa Park Elementary

10551 Center Drive
Villa Park, California 92861
(714) 997-6281



Raeanne Lopez Little, Principal

rlittle@orangeusd.org

February 25, 2016

Julie Krodel
President Villa Park Elementary Home and School League
10032 Briley Way
Villa Park, CA 92861

Dear Mrs. Krodel:

The California Education Code requires each school site to annually review and update its Comprehensive Safe School Plan. You are invited to attend a public meeting during which you will have an opportunity to express an opinion regarding Villa Park Elementary School's plan.

This public meeting is scheduled for 2:30 PM, Monday, February 29th at Villa Park Elementary School in the library. Should you have any questions, please contact me at (714) 997-6281.

Sincerely,

Raeanne Lopez Little
Principal
Villa Park Elementary

Villa Park Elementary
10551 Center Drive
Villa Park, California 92861
(714) 997-6281



Raeanne Lopez Little, Principal

rlittle@orangeusd.org

February 25, 2016

Susan Brummitt
Chapter President CSEA
326 W Katella, Ave, Suite E
Orange, CA 92867

Dear Mrs. Brummet:

The California Education Code requires each school site to annually review and update its Comprehensive Safe School Plan. You are invited to attend a public meeting during which you will have an opportunity to express an opinion regarding Villa Park Elementary School's plan.

This public meeting is scheduled for 2:30 PM, Monday, February 29th at Villa Park Elementary School in the library. Should you have any questions, please contact me at (714) 997-6281.

Sincerely,

Raeanne Lopez Little
Principal
Villa Park Elementary

Villa Park Elementary

**10551 Center Drive
Villa Park, California 92861
(714) 997-6281**



Raeanne Lopez Little, Principal

rlittle@orangeusd.org

February 25, 2016

Roger Urroz, Executive Director OUEA
Orange Unified Education Association
1224 East Katella Avenue, suite 203
Orange, Ca. 92867

Dear Mr Urroz:

The California Education Code requires each school site to annually review and update its Comprehensive Safe School Plan. You are invited to attend a public meeting during which you will have an opportunity to express an opinion regarding Villa Park Elementary School's plan.

This public meeting is scheduled for 2:30 PM, Monday, February 29th at Villa Park Elementary School in the library. Should you have any questions, please contact me at (714) 997-6281.

Sincerely,

Raeanne Lopez Little
Principal
Villa Park Elementary



-SCHOOL SITE COUNCIL MEETING

Monday February 29th @ 2:30 pm; Library

Agenda --

- I. Welcome
- II. Results of our teacher and parent survey
- III. Student Safety and the Comprehensive School Safety Plan
- IV. Additional Comments of SSC members
- V. Members of the public may address the SSC regarding matters pertaining to VPE

STUDENTS AND STAFF WITH ACCESS AND FUNCTIONAL NEEDS PLANNING CHECKLIST

	YES	NO
Do you have a roster of your students with special needs?	x	
Have you identified the medical needs of your students with special needs and their medication schedule?	x	
Have you walked the evacuation paths and exits looking for potential obstacles?	x	
Has an evacuation site been identified that is accessible to students and staff with special needs?	x	
Is the primary evacuation path marked to clearly show the route?	x	
Has the evacuation routes been clearly communicated to staff and students?	x	
Have transportation needs been identified for the students with special needs, such as special vans and busses?	x	
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?	x	
Have you identified communication needs with students who have limited English proficiency?	x	
Have you considered emergency accommodations for those with temporary disabilities?	x	
Have you identified an evacuations site that is accessible to students and staff with special needs?	x	
Have you identified a secondary evacuation site?	x	
Has a "buddy system" been developed for each student?	x	
Have you identified all of your communication needs for your student with special needs?	x	
Have you trained the staff on proper lift techniques?		X*
Have staff, students, and families been encouraged to provide 72 hour medications?		X*
*will begin these steps at this time.		

COMPREHENSIVE SCHOOL SAFETY PLAN

Self-Monitoring Tool

California Education Code Sections 32280–32289

Requirements for a Comprehensive School Safety Plan includes but is not limited to:	Evidence	Requirement Met	Comments
6. School Vision and Mission	<i>included in plan</i>	✓	
7. School Description/Narrative			
8. The Comprehensive School Safety Plan includes but is not limited to: a. Evaluation of last year's plan b. Assessment of the current status of school crime committed on the school campus and at school-related events. (See attachment) c. Identification of appropriate strategies that provide/maintain a high level of school safety. (EC § 32282)	Analysis Summary <i>included</i> Analysis Summary <i>included</i> Action Plan goals and activities <i>included</i>	 ✓ ✓ ✓	
9. Compliance with existing laws related to school safety—the CSSP must include all of the following: a. Procedures that create a safe and orderly environment conducive to learning at the school. b. Policy prohibiting discrimination, harassment, intimidation, and bullying. c. Hate crime reporting procedures and policies. d. Child abuse reporting procedures e. The rules and procedures on school discipline. f. Policies and procedures which lead to suspension and/or expulsion. g. Procedures to notify teachers of dangerous pupils.	District and site strategies <i>included</i> District Board Policy and site rules and regulations <i>included</i> District Board Policy <i>included</i> District Board Policy <i>included</i> District Board Policy and site handbook <i>included</i> District Board Policy <i>included</i> District Board Policy <i>included</i> School's dress code <i>included</i>	 ✓ ✓ ✓ ✓ ✓ ✓ ✓	

<p>h. Provisions of any school site dress code, including prohibition of “gang-related” apparel.</p> <p>i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.</p> <p>j. Visitor access to the school campus.</p> <p>k. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.</p> <p>(EC § 32282)</p>	<p>School's rules and procedures <i>included</i></p> <p>School's rules and procedures <i>included</i></p> <p>District Board Policy <i>included</i></p>	<p>✓</p> <p>✓</p> <p>✓</p>	
<p>10. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee. <i>included</i></p> <p>(EC §32281)</p>	<p>List of members and their title</p>	<p>✓</p>	
<p>11. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan. (See contact listing)</p> <p>(EC §32281)</p>	<p>Signature and copy of written invitation <i>included</i></p>	<p>✓</p>	
<p>12. SSC/Planning Committee shall notify in writing of the public meeting : mayor, representatives from employee organizations, parent organizations, ASB representative, and anyone else who has requested meeting notification.</p>	<p>Copies of written invitations <i>included</i></p>	<p>✓</p>	

(EC §32288)			
<p>13. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.</p> <p>(EC §32288)</p>	<p>Agenda and meeting minutes <i>included</i></p>		
<p>14. The plan should include documentation that it was submitted for approval to the district office.</p> <p>(EC §32288)</p>	<p>Evidence of submission to SCS</p>		
<p>15. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.</p> <p>(EC §32282)</p>	<p>Folder available in the school office <i>yes.</i></p>	<p>✓</p>	

VILLA PARK ELEMENTARY SCHOOL

“PAWS” EXPECTATIONS

POSITIVE BEHAVIOR INTERVENTION SYSTEM (PBIS)

What is PBIS?

Positive Behavior Interventions and Support (PBIS) is a program that establishes a clear behavioral and social culture that is needed for all students in a school to achieve social, emotional, and academic success.

In the past, school-wide discipline has focused mainly on reacting to only the students who misbehave and tend to ignore the students who consistently follow school rules. Research has shown that recognizing students for consistently following school rules has a positive effect on both academic and social performance and creates a safe environment for all students. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. This however, does not mean that inappropriate behavior will not be addressed and consequences given. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Our staff and community are committed to providing a safe place where our students can learn, grow and achieve to their highest potential.

Purpose statement: VPE is a community of respectful, responsible citizens who are growing together as life-long learners.

Positive Behavior Expectations: **VPE BOBCATS ARE PAWSITIVE**

Personal Best

Act Responsibly

Work and Play Safely

Show Respect

“PAWS” TICKETS

In order to reinforce high standards, the classroom teacher will issue “PAWS” Tickets”. All kindergarten through sixth grade students will have the opportunity to participate in the program. The purpose of the program is to teach students that positive behavior has a direct effect on their academic and social achievements.

The students will receive a “PAWS” Ticket from the VPE Staff. Students have the option of “spending” their tickets on selections from the “PAWS STORE”. They also may choose to save these tickets and serve with the

principal in “Principal Activities” during the school year. It is the student’s responsibility to keep track of their tickets. They cannot be transferred to another student.

The rules and regulations were designed to make Villa Park a safe and orderly environment in which to learn. All rules fall under three categories which address:

- Is it safe?**
- Is it courteous and respectful?**
- Does it respect property?**

1. **KEEP YOUR HANDS, FEET AND OBJECTS TO YOURSELF.** Students causing harm to another will be subject to serious disciplinary consequences which may include suspension.
2. Use acceptable language.
3. Respect school and personal property of others.
4. Freeze when bell rings; wait for teacher’s whistle then walk to line-up.
NO DRINKS OR USE OF RESTROOM AFTER THE BELL.
5. **NO WEAPONS** or toy weapons of any kind (Knives, swords, guns, pocket knives, martial arts accessories) allowed on campus. Possession of these items will result in serious disciplinary action that may include suspension and referral to student disciplinary placement panel. Specific requests for facsimiles to be used in supervised school projects must be made to the principal.
6. Threats of violence and bullying behavior are taken as a serious issue. No threatening to “kill” another student. All threats, harassment, and bullying behaviors will be promptly investigated and may result in serious disciplinary consequences.
7. **WALK** in lunch area, hallways, courtyard, and on the blacktop unless involved in a game.
8. Chewing gum and sunflower seeds are not permitted on school grounds.
9. A pass is needed to come to the office or to use bathrooms during class time.
10. Only kickball and soccer balls are for kicking.
11. Physical contact sports and activities are not allowed.
(NO TACKLE FOOTBALL OR TAG TYPE GAMES)
12. **Cell Phones:**
 - Students **do not** need cell phones at school. They have access to school phones to contact parents.
 - Parents must complete a cell phone form and return to the office for their child to have a cell phone @ school.

- Cell phones of students who have attained approval will keep phones in their backpacks and not take them out during school hours.
 - Cell phones will be confiscated from students not following these rules and the parent or guardian will be called to retrieve the cell phone in the office.
13. Snacks are to be eaten only in designated lunch shelter area during recess.
14. Walk bicycles to and from bike racks while on school property. Students in grades 3rd – 6th may ride bikes (must attend Bicycle Rodeo first). Bikes are to be locked and helmets worn.
15. **NO SKATEBOARDS, ROLLER BLADES, ROLLER TYPE SNEAKERS, OR “RAZOR” TYPE SCOOTERS ARE PERMITTED AT SCHOOL.**
16. All games are open to all students during recesses. School rules should be followed for all games. Specific grade level game areas may be enforced to promote student safety.
17. Students may not be in buildings during recess and lunch. A pass is needed to come to the office.
18. **Dress Code – SEE ATTACHED DRESS CODE.**
19. **Bringing Items to School** – If you do not need it for schoolwork leave it at home. **TOYS** are not to be brought to school, including trading cards, electronics such as i-pods, etc.
20. **LUNCH TABLE REGULATIONS:**
- Remain seated until you are excused by the supervisor.
 - Freeze when the whistle is blown.
 - Keep hands and feet to yourself.
 - Talk in your normal voice - No shouting or yelling.
 - Raise your hand if you need help.
 - Pick up all your trash.
 - Do not play with playground equipment at the lunch tables.
21. **FIGHTING** - Fighting at school will not be tolerated and will result in serious disciplinary consequences that may include suspension. Repeated offenders may be referred to a placement panel.
23. **STUDENTS MUST LEAVE THE SCHOOL PROPERTY AT THE END OF THE DAY.**
Students need to be picked up promptly after school to allow teachers time to prepare for the next days lessons. Many childcare options are available.
24. **PERSONAL PROPERTY** - Villa Park Elementary and OUSD are not responsible for the *personal property of pupils* (such as calculators, Franklin spellers, cell phones, electronic readers; i.e. Kindles, Nooks). Students should place their name on all items of value. It is highly recommended that electronic readers not be brought to school without specific parent permission.
Please contact your child’s teacher to let them know you have given your child permission to bring electronic readers to school.

25. **ACADEMIC HONESTY** - VPE Students are expected to have high academic integrity. Students are to do their best on all class and homework assignments. The expectation is that students will perform with honesty and integrity on all tests and assignments. Students who cheat on assignments or tests will receive an "F" for that assignment/test and the parents contacted by the teacher.

PLAYGROUND RULES

Play Areas: No child shall be excluded from any play opportunity at his/her grade level.

A. SWINGS

- a. Count to 50 with each swing (count their feet coming forward)
- b. Swing in one direction only.
- c. Unless swinging, students are to be out of the sand area surrounding swings

B. BARS

- a. No standing on top of bars.
- b. Go in only one direction on ladder bars.
- c. Two hands on bars at all times.

C. FIELD AREA (for the following sports):

- a. The field is for playing soccer, kickball, catch or running.
- b. NO TAG/CHASING

D. HANDBALL COURTS

- a. Play only on ball walls, not on any building walls.
- b. No "butts-up" games or games with children rolling on the ground – there is a risk of injury
- c. Grade levels have assigned courts to use.

E. BLACKTOP

- a. Walking or engaged in game activity
- b. No running/chase/tag

F. HELPING TEACHERS

- a. Teachers will designate a place to meet students wanting to help during lunch or recess.
- b. Students are not to be waiting outside classrooms.

G. RESTROOMS

- a. Are to be used to go to the bathroom or wash your hands.
- b. Keep restrooms neat and tidy.
- c. No playing in or around the restrooms.

All children are encouraged to use their words to solve any problems. Here are 12 problem solving strategies for students. When needed, children should involve an adult on yard duty to solve conflicts.

- | | |
|--------------------|-----------------------|
| 1. Talking it Over | 7. Saying "I'm Sorry" |
| 2. Listening | 8. Waiting |

3. Sharing
4. Walking Away
5. Ignoring
6. Doing Something Else

9. Using Humor
10. Using Chance
11. Compromising
12. Asking for Help

Appendix B School Dress Code

**DRESS CODE
2015 - 2016 School Year**

While attending Villa Park Elementary School, all students will:

1. Wear regular school clothes as they were intended to be worn, which include the following criteria:
 - A. The pants will be the proper size:
 - Pants and shorts will be worn at the waist with a belt of proper length.
 - Belt buckles will be free of writing or insignia.
 - No pocket chains of any sort.
 - Pants and shorts will fit at the waist and crotch. Underwear may not be showing.
 - B. Shirts will be the appropriate size.
 - C. School clothes will be neat, clean and free of holes.
 - D. Hats may be worn the correct way outside the classroom due to heat and sun.
 - E. Plain white undershirt T-shirts are not to be worn at school
 - F. Clothing considered "gang or skater" attire, *including* inappropriate or suggestive pictures or words are not allowed.
 - G. Midriff shirts or blouses that expose the tummy area are not to be worn. All straps must meet the "two finger width" rule (at least 1 inch wide).
 - H. "Short" shorts are not allowed. With arms relaxed to the side, shorts should be no shorter than the child's finger tips.
 - I. Open toe shoes, shoes with high heels, roller skate type shoes, backless shoes or sandals are not to be worn at school for safety reasons. Shoes must be worn at all times.
2. No unnatural hair color, hairpieces or extreme hairstyles (Mohawk – no shaved sides and gel peak higher than 1") allowed.
3. Dangling earrings, or make-up, are not to be worn to school.

Parents may be contacted to bring a change of clothes to school. Parents should supervise school-clothing selections for appropriate school attire. Students with repeated dress code violations may face disciplinary consequences.

Appendix C Emergency Procedures

VILLA PARK ELEMENTARY SCHOOL

10551 Center Drive, Villa Park, CA 92861
714-997-6281

Emergency Procedures 2015/2016



FIRE DRILL PROCEDURES

1. Immediately on hearing fire bell, or seeing smoke, students should exit the class quietly in an orderly fashion.
2. Teachers should bring emergency backpack and ensure doors should be closed after all students are evacuated.
3. Classes that are in not in their homeroom should proceed directly to the evacuation locations.
4. Students should proceed immediately to primary evacuation location (blacktop) and be seated quietly.
5. Teachers take roll and account for all students on verification form.
6. Students should remain seated quietly until all students are accounted for and the all-clear signal is given. Then students will follow their teacher's direction to return to class.

DROP-HOLD EARTHQUAKE DRILL PROCEDURES

- A. Pupil response to earthquake. Drop-Hold **inside** the classroom.
 1. Upon command – drop down to knees with back to the windows with head and stomach against knees.
 2. Get under or below equipment if available (desk, table, chair)
 3. Grasp equipment with one hand and cover head, neck area with remaining hand.
 4. Wait for further instructions. In the case of a significant earthquake, all students will evacuate to primary evacuation location (blacktop) until safe conditions on the campus can be verified.
 5. After evacuating classroom **leave door open**
- B. Pupil response to earthquake. Drop-Hold **outside** the classroom.
 1. Get clear of all buildings, power lines, light poles, etc.
 2. Drop down to the ground and hold on to some object if possible.
 3. If at the lunch tables, they should bend forward at the waist, cover the back of the head with their arm, and attempt to get their head and neck under the table.
 4. When shaking has subsided, students will be prompted to line up on the blacktop at their primary evacuation location.

EVACUATION TEAMS "BUDDY SYSTEM"

1. Work together in these teams during the evacuation process.
2. Check to see that your **buddy** is safe and able to evacuate; help if needed.
3. If a teacher is unable to leave with the class, evacuate your own class as well as your **buddy's**.

K1/K2
1 & 2
3 & 4
5 & 6
20 & 21
22 & 34
31/32/33
51/52/53
62/63/64
Child Care & Library

Evacuation Locations

On Campus Locations

- Primary: Blacktop area
- Secondary: Back Grass area (if blacktop is unsafe)

Off Campus Locations (in the event the campus is unsafe)

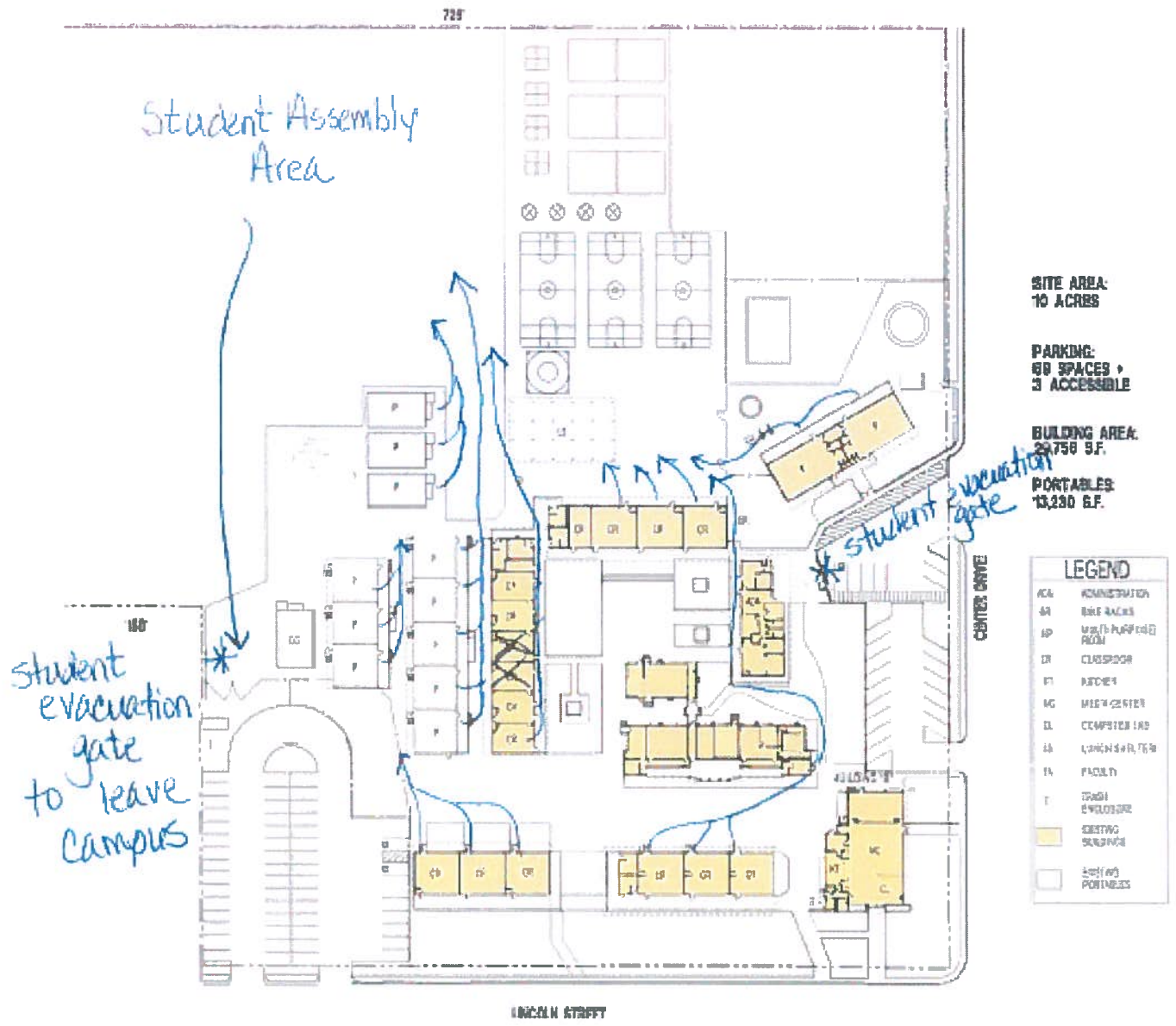
- Primary: Villa Park High School
- Secondary: Cerro Villa Middle School

Provision for Staff and Students with Accessibility Needs

- Teachers will assign an adult as available, or student buddies as appropriate, to assist students with special needs and/or permanent or temporary mobility limits during drop and cover, lockdowns and evacuations.
- Buddy teachers will assist teachers and staff with mobility limits to ensure they, and their classes, are evacuated from the classroom safely if possible, and to communicate any the need for assistance to administration.
- Health team will maintain a list of students with health and medication needs and make every effort to ensure needed medications are available to these students in the event of an evacuation.

- In the event that an off campus evacuation is needed, the principal will consult with the health team to ensure that students and staff with significant mobility challenges are evacuated safely from the campus.
- Psychological support team will assist students with special needs immediately following an evacuation to ensure their emotional well-being.

SCHOOL : VILLA PARK ELEMENTARY SCHOOL
ADDRESS: 1055 CENTER DRIVE
 VILLA PARK, CALIFORNIA 92605
DISTRICT: ORANGE UNIFIED SCHOOL DISTRICT ORANGE COUNTY
BUILDING : EXISTING SITE PLAN



LHA
 ARCHITECTURE - PLANNING - INTERIORS



Lockdown Procedures

There are several basic types of situations that might lead to a lockdown. On-campus lockdown events include bomb or weapon threats. Other situations include potentially dangerous situations immediately outside the school campus, such as severe weather or large-scale police action in nearby neighborhoods.

Locking down the school minimizes risk to students and staff, helps quickly account for every student and allows security and school personnel to safely and efficiently move through the school.

Soft Lockdown

In the event of a possible danger in the area or a need to account for all staff and students on campus, a “**soft lockdown**” announcement will be made “**soft lockdown**” will be specified in the announcement.

- If students are on the playground, they will be instructed to line up and their teachers will meet them on the playground to walk them back to class.
- Students in the bathroom should return to their own class promptly.
- Students with another teacher should remain with that teacher, who will communicate with the child’s homeroom teacher.
- Classes in the library, MPR, or computer lab should remain in that location.
- Teachers should lock the door and keep all students in the room until the all clear is given.
- Teachers should call the office to report any students who are unaccounted for to the office.
- Normal activities may continue as usual within the locked classrooms.
- Communications can continue as usual via campus phones and PA.

Hard Lockdown

In the event of an imminent danger on campus a lockdown will be initiated by a PA announcement stating, “**This is a lockdown.**”

1. If students are on the playground, they will be directed to the designated shelter classrooms **K-1, K-2, 20, 21, 22, 44, & 45. Or the nearest open classroom.**
2. Students who are in the bathroom should attempt to move to one of these classrooms or the nearest open classroom. If an imminent danger prevents students from exiting the bathroom, they may shelter in a locked bathroom stall.

3. Classes in the library or computer lab will remain in that location. Classes in transit should enter the nearest open room. Classes in the **MPR**, move students to the stage behind the curtains for less visibility or whichever areas provide the least amount of visibility.
4. Lock all classroom doors and windows and turn off all lights.
5. Do not admit anyone into the classroom once the door is locked. If a teacher and/or students are outside and need to get in, they may be let in **ONLY** after checking to make sure there are no intruders with them. You do not want to jeopardize additional students. If they are not alone, communicate with the administrator via text.
6. Instruct students to sit on the floor in a sheltered location, not visible to doors and windows.
7. Do not cluster students together.
8. Close all shades and curtains.
9. Check your cell phone for group texting communication from the office.
10. If there is a danger of an intruder breaching the security of the room, consider moving objects to block the door. Do not leave the classroom unless it is no longer safe to remain in that location and you have given students evacuation directions.
11. Stay in lockdown until an administrator or office personnel give the "all clear" signal, or administration or law enforcement gives you evacuation instructions.

STAFF DUTIES

Emergency Team Assignments
2015-16

Command Center – Team 1

Raeanne Little
Office Manager
Sandra Brown
Lana Merha

Search & Rescue – Team 2

2A – Wings 40, 50, 60 & SAC

Aekta Patel
Gina O’Dowd

2B – Rooms 1-6, bathrooms, Wing 30

Snow Coleman
E. Johnson

2C – Wing 20, bathrooms, Kinder, Office

Lori Glasky
Melissa Valeriotte

2D – Security/Gates/Gas/Power

Cris Monroy
Jeannie Krever/Back Gate
Lori Glasky

Health/First Aide – Team 3

Lisa Adray
Karin Fujitani
Ashley Horton (Nurse)
Tammy Granger (after SR duty)

Supervision/Assembly Area

Kinder/1st Grade Area

Suzette Miller
Tracy Regan
Jodi Ariz
Donna Johnson

2nd & 3rd Grade Area

Shannon Loyd
Sharon Houlihan
Lauren Urbanski/Courtney Stilwell
Jenny Heredia

4th, 5th & 6th Grade Area

Diana Rogers
Tammy Williams
Christina Kendall/Maurine Tombrello
Lindsay Drake
Aekta Patel – In charge of student runners

Extra Support Members for Assembly Area

Noon Supervisors
Rochelle Russell (Speech)

Student Release Team - 4

Back Gate – Lead – Sharon Roland
Back Gate – Cecilia Pak/E. Johnson
Back Gate – E. Johnson (after SR)
Security – Cris Monroy

Psychological Response – Team 5

Allison Smith
Heidi Lowman (Psychologist)
Dawn Fraser (Child Care)
(Report to First Aide Area)
Sedigheh Keiser

Earthquake/Disaster Drill Job Responsibilities

PRINCIPAL:

1. Assess total school situation.
2. Determine safety of evacuation locations and direct evacuation efforts
3. Establish communication with emergency assistance and school district officials.
4. Assist with student release.

TEACHER/INSTRUCTIONAL ASSISTANTS

1. **HOLD AND COVER** with class. Exit class when the emergency alarm sounds or when it is safe.
2. Proceed to **Assembly Area** with your class (and buddy's class if applicable). Make sure you have disaster bags.
3. Teacher should discuss with their students the procedure if the teacher is incapacitated and unable to leave the room. The process used – partnering with the buddy class.
4. Upon arrival on the blacktop or field, take roll. Send class accounting roster to the **Command Center**. Do the same for your buddy's class if necessary. Runner will receive a class sign. Report to designated field area and place name signs in ground in front of your class. Seat students and either supervise or report to the command center for duty.
5. If a parent comes to the class and demands their child remind them to go to the release area to complete the accountability paperwork. (If parent refuses, have them sign the child out with you and report check-out to **Command Center**). Train your students to tell parents to go through this process.
6. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her apprehensions. Talking it out is absolutely essential in psychological adjustment to the disaster.
7. As the time period extends, remind students that they are in the safest place possible under disaster conditions and their parents will come as soon as they are able. Reassure them we will take care of them.
8. Determine needs for water, sanitation, first aid and food.
9. Report to **Command Center** when
10. all students have been released.

COMMAND CENTER RESPONSIBILITIES

1. Receive warning signal from EOC and/or recognize sign of disaster such as earth tremor, fire, etc.
2. Alert school or site via appropriate warning signal – Bull horn and/or cell phone if there is no electricity.
3. Report to predetermined meeting site for meeting with all teams (Behind 60's wing)
4. Determine team leader (principal or designee) and chain of command.
5. Determine needed disaster plan modification according to type of disaster.
6. Assemble all other reporting teams at predetermined site (command center) issue equipment and instruct teams to implement appropriate assigned responsibilities.
7. Initiate the procedure for working with the media and coordinate with assigned personnel within the Command Center.
8. Monitor evacuation to the Assembly Area.
9. Account for the presence of all persons (and the missing) via the Accountability Reports handed in by the classroom teachers who have reported with their classes to the Assembly Area.
10. Prepare a list of missing persons and account for each person when found.
11. Notify Parental Assistance Team to document persons released for medical care as soon as reported by First Aid Team.
12. Find student requested by parent assistance team and send to parent assisted release gate. Fill emergency card under "released".
13. Maintain constant contact with all Team Leaders and direct all disaster plan activities.
14. Request Assembly Area Coordinator to assign students from Assembly Area to serve on any teams as may be needed.
15. Communicate with EOC to report status of students and staff, school, facilities, problems and to obtain authority on all major decisions.
16. Be prepared to make decisions without EOC if a major disaster has rendered the EOC site and/or personnel inoperable.
17. Document important events to be acted upon and/or for future records as needed.

SEARCH AND RESCUE TEAM RESPONSIBILITIES

1. After accounting for your class report directly to the Command Center for instructions. Please bring red emergency backpack with you.
2. Obtain equipment, supplies and instructions to begin assigned responsibilities (stretchers, black yarn*, clip board for notes), walkie talkie if available and first aid kit.
3. Sweep and search **each** class in a methodical and pre-established pattern to find injured and/or missing persons. Pay particular attention to all restrooms, library, attendance areas, storage areas, classrooms, etc.
 - a. Explore each room visually, vocally and physically

- b. Look, call out for replies, and actively search through rubble
- c. Use available equipment to get to persons covered with debris
4. Assess damage to specific structures and report damage and/or usability to Command Center.
5. Mark unsafe areas with signs.
6. Direct loiters to appropriate location.
7. Assist on Security Team, Site Operations, or other teams, as needed, when major responsibilities have been completed and when approval has been obtained from the Command Center.
8. *Black yarn on our door indicates dead body in the room. Come back later to remove.

SECURITY/SITE OPERATIONS RESPONSIBILITIES

1. After evacuating students to Assembly Area and accounting for all students, report to the Command Center.
2. Obtain equipment supplies and instructions to begin assigned responsibilities.
3. Confirm Team Leader assignment with Command Center and where Home Base is for keeping contact with Team Leader.
4. Secure the campus.
5. Set up PA system, if possible.
6. Work in pairs.
7. Set up chairs (table) at student release gates for staff, if possible.
8. Direct loiterers to appropriate location.
9. Maintain an open and direct route of transportation into the school for emergency vehicles.
10. Check all utilities (water, gas, electricity) and turn valves off, if needed. Electricity needs to be turned off at each wing.
11. Determine sanitation conditions and remedy the issues when possible.
12. Communicate on an ongoing basis with the Command Center.
13. Assist maintenance/operations personnel or utility company technicians, if needed, in emergency repair.
14. Operate an existing emergency generator, if needed, and if available.
15. If unsecured campus/site, assign team members to patrol specific pre-planned areas for controlling persons coming onto campus.
16. Direct police, fire, ambulance, and media to Command Center.

HEALTH TEAM FIRST AID RESPONSIBILITIES

1. After evacuating students to Assembly Area and accounting for all students, report to the Command Center.
2. Obtain equipment, supplies and instructions to begin assigned responsibilities and set up triage.
3. Confirm Team Leader assignment with Command Center and where Home Base is for keeping contact with Team Leader.
4. Work in pairs.
5. Obtain any additional equipment and supplies which may be stored on site and move all to First Aid Area (see map)
6. Communicate with Command Center (Sweep and Rescue) for receiving location of injured persons. Assist if directed as necessary (send with first aid kit).
7. Provide first aid for each ill or injured victim.
8. Communicate with Command Center regarding victims their status, needs and make needed requests for additional supplies.
9. Document all victims treated, and removed from site.
10. Maintain ongoing communication with Command Center.

DECEASED AREA

1. After evacuating students to Assembly Area and accounting for all students, report to Command Center.
2. Morgue is located in the MPR or right outside of building.
3. Provide for morgue care with appropriate identification label for victims on body bags – labels or 3 x 5 cards.

ASSEMBLY AREA RESPONSIBILITIES

1. After drop, duck and cover, evacuate room to Assembly Area. If possible, leave all classroom doors open. Take purse, cell phone, wallet, etc.
2. Account for all students (present, left in room, missing). Wear vests.
3. If you are on another team, after taking attendance and turning in your accountability report, notify a control team member that you are leaving to report to the Command Center near the last container (60's wing)
4. After completing the accountability report have a runner bring it to the command center. They will pick up a class sign. After you receive your sign proceed to the assembly area. Assemble class away from trees.
5. If designated as Assembly Area personnel:
 - a. Complete accountability report for your class

- b. Give first aid as needed
 - c. Calm students, keep busy, involved (read, color, play games, sing, etc.)
 - d. Watch all classes assigned to you
 - e. Release students to runners who give you a release card
6. If you are assigned another duty please report to the command center after supervision has arrived.

PARENT ASSISTANCE/STUDENT RELEASE RESPONSIBILITIES

Back Gate (Lincoln Street)

1. After evacuating students to Assembly Area and accounting for all students, report to Command Center. **Please leave red emergency backpacks with your class.**
2. Obtain equipment, supplies and instructions to begin assigned responsibilities (class rosters, emergency cards, release cards, and sign out list).
3. Confirm Team Leader assignment with Command Center and where Home Base is for keeping contact with Team Leader.
4. Work in pairs when possible. Use student council members as runners to pick up students from assembly area.
5. Set up with class rosters and/or locator cards and sign-out sheets on table.
6. Monitor communication by walkie talkie or with sixth grade messengers.
7. Procedures for reuniting parents and students:
 - a. Receive parents at release gate
 - b. Fill in the information on the Student Sign Out Sheet for each student requested (Parent/adult signature required)
 - c. Contact Command Center via walkie talkie/messenger sent with release card for student that is to be released.
 - d. Command Center gets student and sends to Check-out Gate with release card
 - e. Each student is asked (not in front of adults) three questions:
 - Do you know this person?
 - Are you afraid to go with them?
 - Would your mom/dad/guardian want you to go with them?
 - f. The student is released and release card filed unless the student does not answer all 3 questions with an affirmative. If a negative response is given, the student is sent back to the Command Center with "Not Released" written on the release card.

8. If student is in the first aid area or being evacuated from the building because of injuries, parents will be taken to the first aid area to be with their child. Teacher/Aides in the control area will maintain their attendance sheets to reflect dismissals, absences, injured, walking wounded, et

Orange Unified School District

Elementary/Secondary Educational Services

K-12 FIRE/EMERGENCY DRILL CALENDAR

Complete the following information and submit a copy to Elementary/Secondary Educational Services.
Maintain your copy in your Disaster Preparedness Handbook.

School: Villa Park Elementary School Year: 2015-2016
Report Completed By: Raeanne Little

REQUIRED DRILLS:

<u>ELEMENTARY</u>	<u>MIDDLE SCHOOL</u>	<u>HIGH SCHOOL</u>
<ul style="list-style-type: none"> > Monthly <ul style="list-style-type: none"> ▪ Fire Drill > Quarterly <ul style="list-style-type: none"> ▪ Earthquake Drill ▪ Lockdown Drill 	<ul style="list-style-type: none"> > Quarterly <ul style="list-style-type: none"> ▪ Fire Drill ▪ Earthquake Drill ▪ Lockdown Drill 	<ul style="list-style-type: none"> > Quarterly <ul style="list-style-type: none"> ▪ Lockdown Drill > Bi-Annually Drill <ul style="list-style-type: none"> ▪ Fire Drill ▪ Earthquake Drill

FIRE DRILL: (Monthly, Quarterly or Bi-Annually – see above)

<u>Month</u>	<u>Date</u>	<u>Time (AM/PM)</u>	<u>Month</u>	<u>Date</u>	<u>Time (AM/PM)</u>
July	N/A	—	January	1/20	12:00 PM
August	8/31	9:50 AM	February	2/25	10:15 AM
September	9/29	1:45 PM	March	3/21	12:10 PM
October	10/16	9:40 AM	April	4/14	1:50 PM
November	11/18	11:35 AM	May	5/17	12:30 PM
December	12/18	8:15 AM	June	6/9	1:50 PM

EARTHQUAKE DRILL: (Drop Drill) (Quarterly or Bi-Annually – see above)

<u>Month</u>	<u>Date</u>	<u>Time (AM/PM)</u>	<u>Month</u>	<u>Date</u>	<u>Time (AM/PM)</u>
July	—	—	January	1/28	11:50 AM
August	—	—	February	—	—
September	—	—	March	3/21	12:05 PM
October	10/16	9:40 AM	April	—	—
November	—	—	May	5/17	12:30 PM
December	—	—	June	—	—

LOCKDOWN DRILL: (Quarterly – see above)

<u>Quarter</u>	<u>Date</u>	<u>Time (AM/PM)</u>
First Quarter	9/10	9:50 AM
Second Quarter	12/1	1:45 PM
Third Quarter	2/3	10:10 AM
Fourth Quarter	4/29	11:35 AM

Raeanne Little Principal/Designee's Signature Date 8/13/15