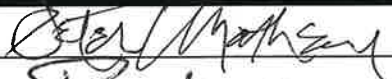

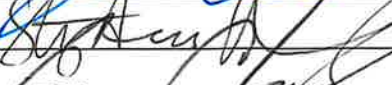




# Comprehensive School Safety Plan SB 187 Compliance Document

## 2022-23 School Year

**School:** Washington Colony Elementary School  
**CDS Code:** 10625136007405  
**District:** Washington Colony Elementary School District  
**Address:** 130 East Lincoln Ave.  
 Fresno, CA 93706-6043  
**Date of Adoption:** October 11, 2022

**Approved by:**

Name	Title	Signature	Date
Pete Mathew	Board President		10/4/22
Rene Mendoza	Board Clerk		10/11/22
James Dack	Board Member		10/11/22
Stephanie Martinez-Morris	Board Member		10/11/22
Gary Chavez	Board Member		10-10-22

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## Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Washington Colony Elementary School's office.

### Safety Plan Vision

Washington Colony Elementary School District is committed to providing a safe learning environment that supports academic achievement. School safety requires collaboration between the neighboring schools, emergency response agencies, parents, and the community. Students and staff will have a safe and secure campus where they are free from physical and psychological harm. Administration, Campus Safety Monitor, teachers, and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, where everyone learns every day, and respect for others.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Washington Colony Elementary School Safety Committee

Jesus Cruz, Evelyn Diaz, Maria Quintero, Sean Newman and Jeff Dronyk

#### Assessment of School Safety

1. Regular review and assessment of the current safety needs will be conducted Annually

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

2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  - a. Child abuse reporting procedures consistent with Penal Code 11164
  - b. Routine and emergency disaster procedures
  - c. Policies pursuant to Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
  - d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
  - e. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4
  - f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code and the definition of "gang-related apparel"
  - g. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
  - h. A safe and orderly environment conducive to learning at the school
  - i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
  - j. Procedures for reporting school crimes, including hate crimes, on the California Safe Schools Assessment
  - k. Suicide Prevention Plan and Emergency Phone Tree.
  - l. Student Safety and Wellness Plans are developed for those students who need extra emotional support.
  - m. Social and Emotional (SEL) activities are presented in the classrooms
  - n. ALL 4 Youth is designed to enable students and their families to access behavioral health services this program has behavioral health needs that are met through support.
  - N. CAL-Fire Inspection annually, training for teachers and staff on the safety plan of classroom and kitchen guidelines
  - O. A Robocall will be made to parents, teachers, and staff.
  - P. Student Newsletter done monthly for parents, teachers, staff and community members
  - Q. Practice Fire drills and Lock-down drills
  - R. Campus Safety Monitor
  - S. Active Shooting Training for teachers and staff
  - T. School Safety for Campus Monitor, and Administration planning for the school

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

All district employees and teacher candidates must be trained annually in child abuse identification, prevention, and reporting procedures, along with identification, prevention, and reporting of staff-to-student sexual conduct. District guidelines for this training: All district employees must complete all the mandatory training to include the Child Abuse Prevention, substitutes, and new hires must complete the mandatory training. Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated student personnel employees; administrative officers; athletic coaches, administrators, and directors; administrators and Head Start teachers; district police licensed nurses or health care providers; and administrators, presenters, (Penal Code 11165.7).

##### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriffs. (Penal Code 11165.9, 11166)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

##### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

#### Comprehensive School Safety Plan

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

#### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166). Reporting child abuse or neglect to an appropriate agency are encouraged,

The Child Abuse Hotline is (559) 600-8320

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

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

Board Policy 3526

The District & School disaster plans are located in a White Binder located by each door in each classroom.

The Master Disaster Plan is located in the School Office.

The disaster plan is reviewed each year with staff, campus safety monitor and teachers

#### Disaster Planning

The Campus Safety Monitor and Administration shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

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.

#### EMERGENCY PROCEDURES

##### INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.

##### IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies are listed below:

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

Biological or Chemical Release

Bomb Threat

Disorderly Conduct

Earthquake  
Explosion/Risk of Explosion  
Fire in Surrounding Area  
Fire on School Grounds Flood  
Loss or Failure of Utilities  
Comprehensive School Safety Plan 8 of 59 1/11/22  
Motor Vehicle Crash  
Psychological Trauma  
Suspected Contamination of Food or Water  
Threat of Violence  
Unlawful Demonstration/Walkout

### **Public Agency Use of School Buildings for Emergency Shelters**

Washington Colony School is available to governmental agencies such as law enforcement , Student Wellness Center and fire as directed and needed.

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Board Policy 5144.1 Suspension and Expulsion/Due Process

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and wellbeing, and promotes their learning and development. The Board shall develop rules and regulations set the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or

implementing suspension and expulsion shall be only those specified in the law, in this policy, and in the accompanying administrative regulation. Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)(e), as listed in items #15 under "Grounds for Suspension and Expulsion: Grades K12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, the suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, the supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any a student found to have committed any of the following "mandatory recommendation and mandatory expulsion"

acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm that is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 1105311058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend the expulsion of a student.

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

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

Board Policy 5148

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.

This information is forwarded to the principal/ superintendent office. The principal/designee is responsible for prompt notification of the student's teachers. This information is also often forwarded to all administrators who share with staff members.

a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section

b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

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

Board Policy 5145.7 Sexual Harassment

Superintendent of Schools are committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment targeted at any student in school, or school-sponsored or school-related activity is prohibited.

Additionally, retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complaint in alleging sexual harassment is prohibited.

The Superintendent strongly encourages any student who feels they are or have been sexually harassed on school grounds or at a school event by another student or adult, is to immediately contact their teacher, the principal or



administrator, or any other available school employee. Reports to or observations by teacher, staff or administration of sexual harassment of

students shall be addressed in accordance with law and the related to Superintendent regulation.

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and SCCOE Uniform Complaints Procedures. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or to take other subsequent necessary action. Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this Board Policy shall be subject to disciplinary action.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (a) submission to the conduct is explicitly or implicitly made as a term or condition of a student's academic status or progress, (b) submission to or rejection of the conduct by a student is used as the basis for academic decision affecting the student, (c) the conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, or (d) submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or activity

#### Reporting Process and Complaint Investigation and Resolution

Any student who believes that they have been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment are strongly encouraged to report the incident to a teacher, the principal or program administrator, or any other available employee. Within one school day of the sharing of such a report, the report shall be forwarded to the Superintendent. In addition, any employee who observes any incident of sexual harassment involving a student shall, within one

school day, report this observation to the Superintendent. The employee shall take these actions whether or not the alleged victim files a complaint.

If the Superintendent determines a complaint of sexual harassment involves off-campus conduct and the conduct may create or contribute to the creation of a hostile school environment, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the student or parent/guardian shall be informed of the right to file a written formal complaint in accordance with the Uniform Complaint Procedure.

When an incident of sexual harassment is reported, the Superintendent or designee shall take immediate measures to stop the harassment and protect students and/or ensure their access to the educational program.

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

Board Policy 5132 Dress and Grooming:

Appropriate dress and grooming contribute to a productive learning environment.

The Board, and administration, expect 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.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

##### 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 dress code may be included as part of the school safety plan to protect the health and safety of the school's students.

In cooperation with teachers, students, and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board of Education policy, and Administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs, Crocs or backless shoes or sandals are not acceptable. Sunglasses are not to be worn at anytime on campus or school related activities.

2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps, and other head coverings shall not be worn indoors. Hats must be the school logo or solid color.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.

5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

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

Board Policy 5142 Procedures for Safe Ingress and Egress

Students arrive at their school site by bus, walk or parent/guardian transportation. Students arrive safely and are met at the doors by school staff and Campus Safety Monitor . For special education students, additional assistance is provided as per the IEP or student need. Staff members assist in the ingress and egress of students. During emergency drills, students and staff follow routes as established at the school site.

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

**Component:**

Component 1: Safe Physical Environment

**Element:**

Creating a physical environment that ensures school-wide safety.

**Opportunity for Improvement:**

Update the procedures and address physical environmental needs to ensure a safe school environment .

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Maintain a current safety plan to ensure school-wide safety.	Update Safety Plan	Current Plan	Jesus Cruz/Evelyn Diaz/ Maria Rodriguez	22/23
Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students. CAL-Fire Inspection and safety in the classroom and Kitchen Appliance	Update Procedures	Current Plan	Jesus Cruz/Evelyn Diaz	22/23
Increase student safety by adding additional safety locks to doors that lock from the outside also installed front gates entrance and locked gates at the middle school. Additional Cameras at the TK-Kindergarten area.	Confirm that each door has locks from the outside and front gates installed in front of the school entrance.	Maintenance	Jeff Dronyk/ Jesus Cruz	completed
Ensure student safety by practicing initial action drills with students and staff on a regular basis. Exit signs are posted at each door in front office and classrooms	Conduct Initial Action Drills: Duck and Cover, Shelter in Place, Lock Down, and Evacuation/Fire Drill.	Safety Plan	Jesus Cruz/Jeff Dronyk	22/23
Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation.	Purchase Emergency Kits and Supplies	Safety Plan and First Aide	Jesus Cruz/Maria Rodriguez	completed
Procedure on a Suicide Prevention Plan and Emergency Phone Tree. If emergency occurs an administrator will be notified	A phone tree has been developed in case of an emergency, Administrator will be notified first and proceed to next person on the phone tree	Safety Plan	Jesus Cruz/ Evelyn Diaz/ Maria Quintero	Completed

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increased student safety by adding cameras at the TK-5th grade elementary and middle school campus, also a camera screen in the front office with Nine monitors and earpieces for the radios for instructional aides during lunch and recess Yellow Vest for all instructional aides	Cameras were placed on the elementary and middle school campus with four monitors in the front office	Safety Plan	Jeff Dronyk/ Jesus Cruz	Completed
Instructional aides, front office and cafeteria, staff, bus drivers and administration All Instructional aides have radios at all times. Teachers during yard duty in morning and afternoon have radio	Basic First Aid and Epi-Pen Training	First aide, Safety Plan	LVN and RN Nurse	22/23
Onsite Defibrillator was purchased will be kept in the front office	Training of Staff and administration was completed	First aide and Safety Plan	LVN and RN Nurse	22/23
COVID Training for teachers, staff, and parents on healthy, and Safe	Training was held for basic understanding and awareness.	Safe School Environment	LVN and RN Nurse	22/23

**Component:**

Component 2: School Culture

**Element:**

Creating a positive atmosphere for learning.

**Opportunity for Improvement:**

Increase school spirit and pride. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase Parent Communication	Maintain: Website Marquee Patriot Press ( Parent Newsletter) Blackboard Connect Robo Calls Home Visits		Jesus Cruz, Elizabeth Hernandez , Evelyn Diaz, and Maria Quintero	2022/2023
Working with Stakeholders in creating the LCAP for Washington Colony School.	Community Meetings		Jesus Cruz, Maria Rodriguez, Becky Mitchell	22/23
Positive Behavior Intervention System (PBIS) to establish the social culture and the behavioral supports needed for all children in school to achieve both social and academic success	Students are given Patriot tickets for school spirit, pride, and character counts, PBIS store, perfect attendance by grade and teacher, Passport Day to review behavior, school spirit and pride. Middle School Students, field trips, extra activities		Maria Quintero,Alicia Aguilar, Alex Rossotti, Kim Davis, Osa Martinez, Lilli Espinosa and Shelby Surabian	22/23
Student of Month for Character Trait and Trimester Awards for academic success	Students are given a certificate, for demonstrating the character trait and trimester awards for perfect attendance, honor role, improvement of behavior or grades		WCE Teachers	22/23
Increase Attendance School Wide	Competitions are aligned with 6- week grading and there are certificates for students who have been identified truant and improved there after.		Parent Liaison, Michelle Soto , Evelyn Diaz, and Jesus Cruz	22/23
Parent Institute For Quality Education	Parent Engagement Program		Jesus Cruz, Amy Aragon	22/23
Vaccine Clinic for COVID	Parents, students, teachers, staff and community members		Maria Quintero and Jesus Cruz	22/23
Presentation Social Emotional Learning (SEL)	Students 3rd- 8th grade, In the classrooms and Staff, teachers		Maria Quintero, Vanessa Hamilton, Heather Hernandez	22/23

**Component:**

Component 3: Personal Characteristics of Student and Staff

**Element:**

Traits that students, teachers, administrators, and other school personnel bring to campus.

**Opportunity for Improvement:**

Ensuring students, teachers, administrators, and other school personnel receive ongoing in-service training to meet the changing needs of the student body.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student behavior and success.	Provide Parent Workshops, PBIS and Student Study Teams	FCSS: PBIS Parenting Partners	Maria Quintero Stephen Taylor, Evelyn Diaz, and Lillie Espinoza	22/23
Provide professional development for teachers, administrators, and other school personnel.	Provide Professional Development	FCSS	Jesus Cruz, Becky Mitchell	22/23
Implement PBIS	Create a PBIS Team to plan and organize the implementation of PBIS and PBIS Store	FCOE Cohort VI Training	Maria Quintero, Alicia Aguilar, Alex Rossotti, Kim Davis, Osa Martinez, Lilli Espinosa and Shelby Surabian	22/23
Parent Institute for Quality Education (PIQE)	Implementing the PIQE Parent Engagement in Education Program, Establishing Collaboration between home, School and Community.	Family and Parent Engagement	Jesus Cruz and Amy Aragon	22/23
School Safety Plan/ Safe Inspection	Annual Cal-Fire Inspection and Safety in the Classroom Guideline	CAL-Fire Inspection	Jeff Dronky	22/23
Social/ Emotional and Well- Being	School Based Prevention and early intervention to students to supplement their academic program	FCSS and School District	Vanessa Hamilton, Heather Hernandez and Maria Quintero	22/23
COVID -19 Student and Parent Handbook	School Based Prevention on health and safety for students, teachers and parents	Dept. of Public Health and FCSS	Evelyn Diaz	22/23
Active Shooting Training	Safety for teachers, students and staff	Dept of Sheriff Law Enforcement	Jesus Cruz and Evelyn Diaz	22/23
Student Wellness Center	Social and Emotional (SEL) Counseling	FCSS Psychologist, Mental Health and School Counseling	Jesus Cruz and Evelyn Diaz	22/23

**School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Washington Colony Elementary School Student Conduct Code**

Standards of Behavior

Comprehensive School Safety Plan

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10/7/22

At Washington Colony School we believe that every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility. In support of this belief, the Board of Trustees has adopted the following standards of behavior (examples follow each rule):

#### 1. FOLLOW DIRECTIONS

Follow directions at any school sponsored function. Follow playground rules.  
Follow rules in the classroom required by each of your teachers.  
Follow rules while traveling between classes and while in lines.  
Follow rules on the bus and in the cafeteria.  
Follow directions of person in charge. Do it the first time. Be a good listener.

#### 2. SHOW RESPECT

Be polite to everyone.  
Use self-control; do not lose control of your temper. Keep your school clean and litter free. Respect the property of others.  
Treat others the way you want to be treated.  
Absolutely no disrespectful back-talk to adults.  
Address adults politely using their titles (Mr./Mrs./Ms./Dr./,Pastor/etc.) No aggressive touching/fighting/pushing.  
No cursing or bad language; use positive, appropriate language. No ethnic/racial slurs.  
Respond respectfully and appropriately when spoken to by adults. Listen when someone else is talking. No mean spirited teasing.  
No Display of Affection and Physical contact among students.

#### 3. BE PREPARED

Have necessary supplies: books, pencils, paper. Have your own work done and ready. Have homework completed when due. Be in your seat ready to work on time.  
Wear clothing appropriate for school activities. Enter the classroom quietly. Work on assigned tasks.  
Be willing to work cooperatively with everyone.

#### 4. BE SAFE

No aggressive touching (shoving, pushing, fighting, hitting, etc.)  
Leave medication in the office or at home (if not needed at school).  
No weapons or dangerous items of any kind on campus.  
No fighting (verbal or physical).  
Do not lose control of your temper.  
Follow all rules (classroom, yard, cafeteria, bus,etc.)  
No inappropriate throwing of anything (e.g., trash, food, gum, etc.)  
Notify any staff member of unsafe behavior.

#### 5. BE RESPONSIBLE

Being Responsible has been added to the student expectation in 2015/2016 as part of implementing PBIS. Students are to complete assignments, care for school supplies and facilities, turn in books and work.

SEE DISCIPLINE MATRIX

### **Conduct Code Procedures**

#### EXPLANATIONS - CONSEQUENCES OF STUDENT MISBEHAVIOR

##### Detention

Detention is the assignment of a student to a supervised area for a specified time before or after school, during recess, or during lunch. Supervision must be assigned to a certificated employee. The student shall be given adequate time to use the rest, get a drink or eat lunch.

School Attendance review Board (SARB)



School Attendance Review Board (SARB) reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may direct a student to take part in community services. SARB may involve the District Attorney, County Probation Department, Sheriff's Department, and County Health and Human Services in a student's case. SARB may transfer the student to another school or to an alternative education program.

#### The Search and Seizure Policy

The Search and Seizure Policy governs the district's authority to search individual students and their property. School officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

#### Suspension

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or a school administrator. A principal or a designee may suspend from school for up to five consecutive days. A teacher may suspend for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain conditions. There are two kinds of suspension: On-campus suspension and out of school suspension. Students placed on home suspension are not permitted on or near Washington Colony Elementary School Campus, nor are they allowed to participate in any school activities during the period of suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary. Students assigned on-campus suspension will not be allowed to participate in any school activities during the period of on-campus suspension, nor stay for the After School Program (if enrolled in the program).

#### Expulsion

Expulsion is the removal of a student from Washington Colony School District for violating the California Education Code as ordered by the Board of Education. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for full due process and rights to appeal any order of expulsion.

State law mandates the Board of Education expel students for:

Possession, sale, or furnishing of a firearm;

Brandishing a knife;

Sale of Drugs

Committing or attempting to commit sexual assault or battery; Possession of explosives.

California Education Code requires a school administrator to recommend expulsion if a student commits one of the following offenses:

Causing serious physical injury to another person except in self-defense;

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil;

Unlawful possession of any drug except for the first time offense of possession of not more than one ounce of marijuana;

Robbery or extortion;

Assault or battery upon a school employee.

A pupil shall not be disciplined, suspended, or recommended for expulsion unless the Superintendent, a designee or the principal of the school in which the student is enrolled determines the pupil has violated one or more parts of the Standards of Behavior. (Education Code 48900).

A pupil may be disciplined, suspended for a maximum of five consecutive days, or expelled for acts specified in the Standards of Behavior that are related to school activity or school attendance occurring at any district school or within any school district, including, but not limited to, any of the following.

While on school grounds

While going to and from school

During the lunch period whether on or off campus

During, going to, or coming from a school-sponsored activity.

Discipline Matrix available in the Student Handbook

## STEP SYSTEM

When a student reaches Step 5 and is referred to the Principal or designee, the steps below will be followed. Once a student reaches the office for discipline, any successive trips are cumulative.

1st Discipline Notice: Parent/Student conference with Principal or designee

2nd Discipline Notice: In-school Suspension/Campus Beautification 1 Day

3rd Discipline Notice: In-school Suspension/Campus Beautification 2 Days

4th Discipline Notice: Parent/principal or Designee Conference In-school Suspension/Campus Beautification 3 Days

5th Discipline Notice: Out-of-School Suspension - 2 Days, Referral to S.A.R.B. (School Attendance Review Board)

6th Discipline Notice: Out-of-School Suspension- 3 Days

7th Discipline Notice: Out-of-School Suspension - 5 Days

8th Discipline Notice: Out-of-School Suspension - 5 Days Hearing before Board of Trustees to consider Expulsion from school.

## (J) Hate Crime Reporting Procedures and Policies

Board Policy 1312 Uniform Complaint Procedures:

### School Safety Practices, Policies and Procedures

#### Bully Prevention

"The Washington Colony Elementary School District's 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". No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

School administration at Washington Colony Elementary School enforces this policy and will not tolerate bullying of any type.

#### B. Safe Ingress/Egress Procedures

##### Supervision of Students

As students arrive on campus each morning, campus supervision and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus supervision and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

##### Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal or designee oversees the development of a comprehensive districtwide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed and updated annually in September of each year.

The Board approves the plan at a regularly scheduled meeting of the Board and the adoption of the plan is not be a consent item. At a minimum, the Board discusses both of the following:

1. How the safety plan addresses the needs of the school and students within that school
2. How the school site council or safety planning committee considered the "three essential components" when writing the plan, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills

The Board reviews the comprehensive districtwide safety plan in order to ensure compliance with state law, Board policy and administrative regulation.

The Superintendent/Principal ensures that an updated file of all safety-related plans and materials is readily available for inspection by the public.

## Safety Plan Appendices

## Emergency Contact Numbers

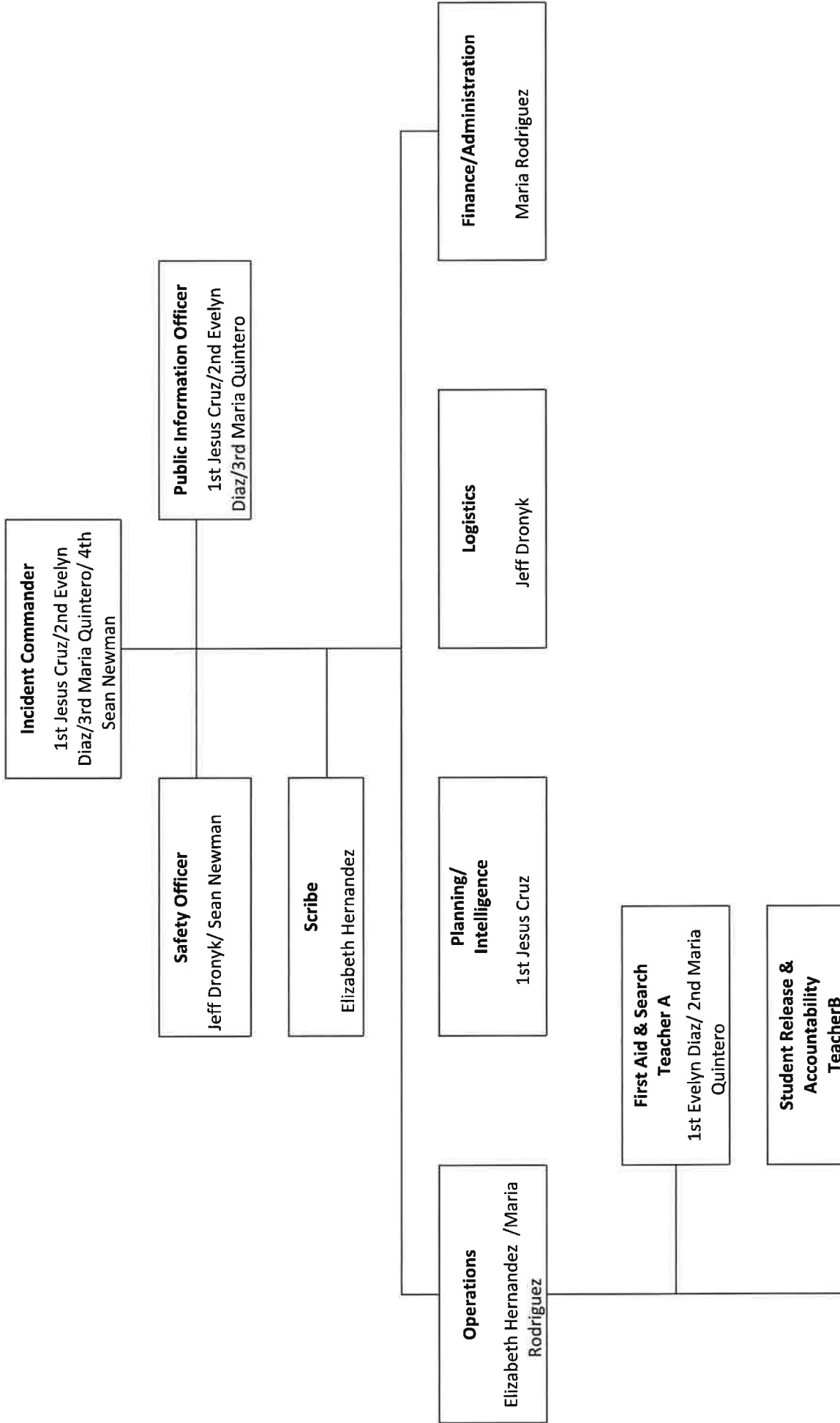
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Washington Colony School	(559) 233-0706	
Law Enforcement/Fire/Paramedic	Emergency #	911	
Law Enforcement/Fire/Paramedic	Sheriff Dept.	559 488-3111	
Other	Poison Control	1 (800) 222-1222	
Public Utilities	PG & E	1-800-743-5000	
Other	Air Quality Control District	(559) 230-6000	
Other	Department of Public Health	(559) 600-3200	
Other	Child Protective Services	(559) 600-8320	
Law Enforcement/Fire/Paramedic	Sheriff Dept. Non-Emergency Area 3	(559) 600-3111	
Other	COVID-19 Public Health	(833) 422-4255	

### Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Training Update/Posters Distributed /Safety Procedures Review	8/15/2022	Online, email and school grounds
Child Abuse Reporting for Educator Training Module	09/26/2022	Online
Injury & Illness Prevention Program Staff Training	8/15/2022	Online
Injury & Illness Prevention Program Board Adoption	9/26/2022	Online
School Safety Plan with School Site Council	10/03/2022	WCSD RM M5
Administrative Review of Plan	10-5-2022	District Office
Board Update & Review of Safety Plan	10-11-2022	WCSD RM M5
Epi- Pen Training	10/17/2022	RN Nurse from Fresno Superintendent Schools and LVN School Nurse
COVID Training	08/15/2022	RN Nurse from Fresno Superintendent Schools and LVN School Nurse, COVID Return to Work Toolkit
Active Shooting Training	10/10/2022	Sherriff Law Enforcement

**Washington Colony Elementary School Incident Command System**



Jesus Cruz/ Evelyn Diaz/ Sean  
Newman/ Maria Quintero



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

School Incident Command roles are assigned with alternates included in the absence of any position. Positions are filled as needed, based on size and scope of the emergency.

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

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

#### **Logistics**

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

#### **Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

Identification of the emergency is determined by the Incident Commander.

### Step Two: Identify the Level of Emergency

Following the identification of the emergency, the Incident Commander will determine the level of emergency.

### Step Three: Determine the Immediate Response Action

The level of the emergency is identified.

Following the determination, a response is identified according to our Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"

1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down
5. Drop, Cover and Hold-On
6. For Lock Downs and Active Shooting there are 4 Rally Points for students, teachers, and staff to escape from school facilities: They are North/ West, North/ East, South/ West and South East

### Step Four: Communicate the Appropriate Response Action

Appropriate actions and response procedures are communicated to staff and individuals using the School Incident Command Organizational Chart and following the Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"

1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.

Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in Section V of this Crisis response Plan.

Detailed Duck and Cover, Evacuate, Shelter In Place and Lock Down procedures, and a sample Initial Actions Poster are located in Appendix C – Initial Actions.

For Lock Downs and Active Shooting there are 4 Rally Points for students, teachers, and staff to escape from school facilities: They are North/ West, North/ East, South/ West and South East

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Initial Action:

**DUCK AND COVER ACTION**

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.

The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.

Teachers will:

- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:

- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under desk or table
- Do not lie down, remain mobile and quiet
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the "All Clear" signal

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

### **Animal Disturbance**

Initial Action:

**SHELTER-IN-PLACE**

To be used in the event of:

Animal threat on campus – bees, dogs, etc.

Teachers will:

Report to their rooms if possible

Get everyone inside their rooms, including students and staff seeking shelter

Close all doors and windows to exclude outside air if necessary!

Take roll, and document the names of all students present

Await further instructions from Incident Command staff or "All Clear" signal

Students will:

Report to the nearest classroom, common room or office area  
Identify themselves to the teacher or staff member in charge  
Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:

Determine the level of response required for the incident  
Establish an Incident Command Post (ICP)  
Notify appropriate School District officials (District Emergency Manager/Staff)  
Convene Student Release team if needed (Operations)  
Prepare incident status report for emergency response personnel  
Be prepared to assist with building access for emergency responders  
Be prepared to shut down all HVAC systems, stop outside air intrusion!

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the "All Clear" or other instructions

### **Armed Assault on Campus**

Initial Action:

**LOCK-DOWN**

To be used in the event of:

- Civil Disturbance
- Gunfire/Police action in vicinity
- Armed Intruder/Hostage situation on campus
- Hostage Crisis
- Other threat situation as appropriate

Teachers will:

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logistics) -Direct any buses enroute with students to an alternate location.

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

## INTRUDER ON CAMPUS PROCEDURE

When an unknown person (intruder) is found on school property:

Notify school office/Incident Commander.

- Ask another staff person to accompany you before approaching person.
- Politely greet person and identify yourself.
- Ask the purpose of the visit, and inform person all visitors must register at the office. ? If intruder's purpose is not legitimate, ask person to accompany you to office or exit.
- If intruder refuses to go to office or leave, or you become aware that intruder is armed:
- Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
- Provide a description of the intruder.
- Provide last known location.
- School office/Incident Commander will initiate an immediate school "LOCK DOWN".Initial Action:

## LOCK - DOWN

To be used in the event of:

- Civil Disturbance
- Gunfire/Police action in vicinity
- Armed Intruder/Hostage situation on campus
- Hostage Crisis
- Other threat situation as appropriate

Teachers will:

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, implement DUCK AND

COVER unless directed otherwise.

- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logistics) Direct any buses enroute with students to an alternate location.

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions
- School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Provide description of the intruder, and whether intruder is known to be armed. ? Provide last known location of intruder.

- Describe actions being taken to safeguard staff and students.
- Advise of the location of the school Incident Command Post.
- If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- Maintain "LOCK DOWN" until situation is resolved.

#### IF YOU DISCOVER A HOSTAGE SITUATION:

If hostage taker is unaware of your presence, do not intervene.

Notify the school office/incident Commander.

School Incident Commander will initiate immediate "LOCK DOWN".

School Incident Commander (or designee) will call 9-1-1 and:

Identify the school and location.

Provide description of the intruder, and whether intruder is known to be armed.

Provide last known location of intruder.

Describe actions being taken to safeguard staff and students.

Advise of the location of the school Incident Command Post.

If possible, maintain surveillance of intruder and update law enforcement upon arrival.

Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:

Treat the hostage taker as normally as possible and follow his/her instructions.

Do not panic and calm students if they are present.

Be respectful to hostage taker, ask to speak and do not argue or make suggestions.

If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

#### Biological or Chemical Release

##### HAZARDOUS MATERIAL RELEASE PROCEDURE

Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

##### FOR ON-CAMPUS RELEASES WITHIN A BUILDING: Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
  - If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
  - If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
  - The school Incident Commander should initiate a "SHELTER-IN-PLACE" action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
  - The School Incident Commander (or designee) will call 9-1-1 and:
    - Identify the school and location.
    - Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
    - Provide the exact location of the problem.
    - Advise of the location of the school Incident Command Post.
  - The Incident Commander will direct staff to secure the area around the chemical spill.
  - The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
  - The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.

- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
- Could a Search and Rescue Group safely look for missing students?
- Should other buildings be evacuated?
- Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
- Are any evacuees contaminated, and should they be separated from others?
- Can First-Aid be started on injured persons without contaminating others?
- Should a “Student Release” or “Off-Campus Evacuation” be started?
- The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school’s staff.

Teachers:

- Implement “Evacuation” or “Shelter-In-Place” procedures as directed.

**ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:**

The most appropriate initial action for this type of release is Shelter-In-Place.

- The school Incident Commander will initiate a campus-wide “SHELTER-IN-PLACE” action and ensure all students and staff outside buildings are quickly moved indoors.
- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- School Incident Commander (or designee) will call 9-1-1 and:
  - Identify the school and location.
  - Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
  - Provide the exact location of the problem.
  - Advise of the location of the school Incident Command Post.
- The Incident Commander should consider initiating an immediate parent notification.
- At this point parents should NOT come to the school and risk being exposed to the chemical release!
- The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school’s off-campus evacuation site to await further instructions.
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
  - Continue “Shelter-In-Place”
  - Notify parents and initiate the “Student Release” procedure.
  - Initiate an immediate “Off-Campus Evacuation” procedure.
  - Issue an “ALL CLEAR” signal and resume normal school operations.

**Bomb Threat/ Threat Of violence**

Action Bomb Threat- Bomb or Suspicious Device

(Response Procedure may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

## INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get and write down, as much useful information as possible from, and about, the caller. The "CALL TAKER INSTRUCTIONS" sheet and "TELEPHONE BOMB THREAT REPORT" form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

## ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received.

## BOMB THREAT PROCEDURE

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after-hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "Telephone Bomb Threat Report" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH-LEVEL threat, which means it must be taken seriously:

- **LOW LEVEL** - The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. The caller is often young and lacks the skill at crafting a credible prank message.
- **MEDIUM LEVEL** - The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. The caller may be teen-aged and better able to embellish a prank message.
- **HIGH LEVEL** – May be driven by conscience or other reason to issue a warning: The caller is very detailed and describes the type, power, location, or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. The caller is likely older and must be taken seriously!



Additionally, bomb threats that come after the termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise, the person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies. Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

## BOMB THREAT

### RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

### ADMINISTRATION (School Incident Commander/Designee)

CALL 9-1-1 and provide information about the emergency:

Confirm the address of the school.

Provide threat details – Supposed bomb location, Supposed detonation time, etc.

Provide the location of the school Incident Command post.

Describe the best access for emergency responders – driveway/gate.

If possible, remain online to provide updates.

Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:

If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.

If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.

Establish a school Incident Command Post

Be certain to take the school Crisis Response Box.

If the threat is deemed credible:

Establish a command post at least 400 feet from campus buildings.

Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued

Threat Assessment:

Conduct building /site search.

Cancel school and notify parents to pick up students from campus.

Evacuate students to an off-campus site for pick-up by parents.

Announce “All Clear” if and when it is deemed safe to do so.

Ensure that it is away from automobiles, refuse containers, or mailboxes. ? Conduct a scan of the area for any suspicious items.

Employ runners to communicate.

## BOMB THREAT

### RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

## TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.

Tell students to turn off their cell phones - and leave them off - for safety.

While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.

Report suspicious objects to the school Incident Commander as soon as possible.

As the assembly area is approached, scan for unusual, out of place, or suspicious objects.

If anything seems out of the ordinary, move students to another location.

If possible, keep students at least 300 feet away from buildings.

Students should be in open areas away from cars, outbuildings, trash cans, etc.

If you relocate, report your new location and reason for the move as soon as possible. Use Teacher Buddy system as needed to free staff to be "runners" to communicate

with the school Incident Commander and other staff.

Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

Follow normal Shelter-In-Place procedures.

If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander.

Take all other steps outlined in the section "IF EVACUATING" above.

Conduct a visual scan of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.

**BOMB THREAT PROCEDURE – continued**

The person most qualified to search a given area is the person who is most familiar with that area! If familiar with an area, a person can quickly scan it and answer these critical questions:

1. Is there anything unusual?
2. Is there anything out of place?
3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker, or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

**COORDINATING THE FACILITY SEARCH**

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

**TEACHERS:** Classrooms.

**LIBRARIANS:** Library, storage rooms, and any associated areas.

**CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.

**CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters, and school grounds, including trash cans.

**BUS DRIVERS:** Buses and any bus-related facilities on campus.

**ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

**BOMB THREAT**

**ROOM SEARCH PROCEDURE**

Search teams should be comprised of two people whenever possible.

**FIRST SEARCH:** Divide the room into two levels. First search the floor and all areas up to window sill height or three feet from the floor.

**SECOND SEARCH:** Search areas from three feet to the top of the head. Move-in circular motion around the room to the starting point.

**THIRD SEARCH:** Search the top of the head to the ceiling.

**FOURTH SEARCH:** Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

#### IF A SUSPICIOUS ITEM IS FOUND:

1. DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

#### BOMB THREAT PROCEDURE – continued CALL TAKER INSTRUCTIONS

Use the "Telephone Bomb Threat Report" form as a guide while talking with the caller.

Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers. Listen closely to detect other information about the caller:

Try to detect items in the "Description of Caller" and "Other Clues" section of the form.

Signal co-workers that you are receiving a bomb threat call.

If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.

Stay calm and indicate your desire to cooperate with the caller. ? DO NOT antagonize or challenge the caller.

Ask the caller to repeat or explain anything you did not understand. ? Prolong the conversation as long as possible.

Obtain as much information as possible.

Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:

1. Remain calm and politely advise the caller:  
"I am a student. Please hold while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

Name of person receiving the call:

TELEPHONE BOMB THREAT REPORT FORM

#### Bus Disaster

##### BUS ACCIDENT PROCEDURE:

Bus Driver:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 9-1-1.
- Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- Do not discuss details of the accident with the media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- Dispatch a school representative to the accident location.
- School representative at the scene will assess the level of support needed and convey this to the school Incident Commander.
- School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- Ensure any special health information or medication for any injured student is sent to the hospital.
- Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Initiate preparation of a media release and parent letter of explanation for the same-day distribution, if possible.

### **Disorderly Conduct**

Initial Action:

**LOCK-DOWN**

To be used in the event of:

Civil Disturbance

Gunfire/Police action in vicinity

Armed Intruder/Hostage situation on campus

Hostage Crisis

Other threat situation as appropriate

Teachers will:

Immediately lock their classroom door

Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.

Close all windows, blinds and curtains

Turn off all lights

Instruct students to remain silent

Await further instruction from Incident Command staff or Police

Students will:

Move away from doors or windows

Assume DUCK AND COVER if directed by teacher

Remain silent

Await further instructions from teacher

Incident Command staff will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Notify appropriate School District officials (District Emergency Manager/Staff)

Convene Student Release team if needed (Operations)

Prepare incident status report for emergency response personnel (Plans/Intel)

Be prepared to assist with building access for emergency responders (Logistics)

Direct any buses enroute with students to an alternate location.

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

## **Earthquake**

### **EARTHQUAKE PROCEDURE**

#### **Action "Earthquake"**

- a) Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse
- b. Warning: Earthquakes usually strike without warning.
- c. The following actions, as time permits, will be accomplished:
  - 1) Inside school building:
    - a) The teacher, or staff member in authority, will implement Action "Duck, Cover, and Hold".
    - b) Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
    - c) Implement Action "Evacuate" when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run!
    - d) Take roll and maintain control of students.
    - e) Avoid touching electrical wires and metal objects such as chain link fences.
    - f) Render the first aid if necessary.
    - g) Take roll, issue student name tags, the alert command center of any injured or missing student(s).
    - h) If possible, the school office will immediately notify appropriate agencies/offices (Call 911) and District Office as per the fire drill.
    - i) Do not return to the building for any reason until they have been declared safe by an authorized official(s).
    - j) The principal or designee will determine the advisability or necessity of Action "Student Release." Prior approval must be obtained by the superintendent.
  - 2) On school grounds:
    - a) The staff member in authority implements Action "Drop – Take Cover".
    - b) The safest place is in the open. Stay there until the earthquake is over.
    - c) Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!

## **Explosion or Risk Of Explosion**

Initial Action:

**EVACUATE BUILDING (Fire Alarm)**

To be used in the event of:

Fire in building (on campus)

Chemical release in building

Gas leak in building

After significant earthquake

Building failure/potential failure due to damage or other condition

Or anytime building(s) must be immediately evacuated for any reason

Teachers will:

Secure their roll books

Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location

Turn off light

Close and lock classroom door after insuring that all students are out of the room

Take roll once all students have arrived at the assigned area

Await further instructions from Incident Command staff

Students will:

File out of classrooms in a quiet orderly manner as directed by teachers

Assemble in the designated fire drill area for their classroom

Permit the teacher to take roll in a quiet and orderly manner

Await further instructions from their teacher

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Notify appropriate School District officials (District Emergency Manager/Staff)

Convene Student Release team if needed (Operations)

Prepare incident status report for emergency response personnel

Be prepared to assist with building access for emergency responders

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

## **FIRE/EXPLOSION/BUILDING COLLAPSE**

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

Administration (School Incident Commander/Designee)

- CALL 9-1-1 and provide information about the emergency:
- Confirm address of school.
- Provide exact location of fire, explosion or collapse.
- Describe current situation, including damage and estimated number of injured. ? Provide location of school Incident Command post.
- Describe best access for emergency responders – driveway/gate.
- If possible, remain on line to provide updates.
- Ensure fire alarm has been sounded
- If needed, announce changes in evacuation routes due to incident location.
- Establish a school Incident Command Post
- Assess situation and begin activating needed ICS functions, for example:
- First-Aid, Accountability, Utility and Security Groups

- Safety Officer, Public Information Officer, Operations Chief positions
- Meet arriving fire and police personnel
- Be certain to take school Crisis Response Box.
- Identify the location of fire, smoke, explosion or gas smell. Advise locations of injured or trapped persons.
- Provide last known location of any missing persons.
- Establish Unified Command with emergency response officials.
- Determine if it is necessary to:
  - Cancel school and notify parents to pick up students from campus.
  - Evacuate students to an off-campus site for pick-up by parents.
  - Announce “All Clear” if and when it is safe to re-enter the buildings.

#### Teachers/Staff

Upon discovery of a fire, explosion or building collapse, activate the fire alarm.

- Implement Evacuation procedures
- Use a secondary route if the primary route is blocked or hazardous
- Close, but do not lock, doors when leaving
- Inform the school office/school Incident Commander of the emergency
- Following evacuation:
  - Account for all students and check for injuries
  - Immediately report any missing, extra or injured students
  - Wait for additional instructions

#### Fire in Surrounding Area

Initial Action:

**EVACUATE BUILDING (Fire Alarm)**

To be used in the event of:

- Fire in building (on campus)

Teachers will:

- Secure their roll books
- Escort their students out of the building by the assigned (or safest) route to the room’s assigned fire drill location
- Turn off light
- Close and lock classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Await further instructions from Incident Command staff

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers ? Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff) ? Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Evacuation is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the “All Clear” or other instructions

## **Fire on School Grounds**

### **Initial Action:**

**EVACUATE BUILDING (Fire Alarm)**

To be used in the event of:

Fire in building (on campus)

### **Teachers will:**

Secure their roll books

Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location

Turn off lights

Close and lock classroom door after insuring that all students are out of the room

Take roll once all students have arrived at the assigned area

Await further instructions from Incident Command staff

### **Students will:**

File out of classrooms in a quiet orderly manner as directed by teachers ? Assemble in the designated fire drill area for their classroom

Permit the teacher to take roll in a quiet and orderly manner

Await further instructions from their teacher

### **School Incident Commander will:**

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Notify appropriate School District officials (District Emergency Manager/Staff) ? Convene Student Release team if needed

### **(Operations)**

Prepare incident status report for emergency response personnel

Be prepared to assist with building access for emergency responders

### **Action is rescinded when:**

It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the "All Clear" or other instructions

## **Flooding**

### **Initial Action:**

**SHELTER-IN-PLACE**

To be used in the event of:

Severe weather event:

Heat, Cold

Wind, Thunderstorm

Flood

### **Teachers will:**

- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Close all doors and windows to exclude outside air if necessary
- Take roll, and document the names of all students present
- Await further instructions from Incident Command staff or "All Clear" signal

### **Students will:**

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly and await further instructions from teacher or staff member



Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems, stop outside air intrusion!

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

### SEVERE WEATHER PROCEDURE

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather Watch" has been issued by the National Weather Service:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into permanent buildings.
- Close facility doors, windows and blinds or curtains.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Review "Duck and Cover" procedures with students.
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a "Severe Weather Warning" has been issued in the school area, or if severe weather is being observed at or near the school:

- The school Incident Commander will initiate a "SHELTER-IN-PLACE".
- If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement "Duck and Cover" procedures until the threat subsides.
- The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- The school Incident Commander will rescind the "Duck and Cover" order. o Shelter-In-Place should temporarily be continued.
- The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the school Incident Commander will:
- Continue "Shelter-In-Place" until campus can be made safe.
- Give the "ALL CLEAR" signal and resume normal school operations.
- Notify parents and initiate the "Student Release" procedure.
- Initiate an the "Off-Campus Evacuation" procedure.

## **Loss or Failure Of Utilities**

### **UTILITY LOSS OR DAMAGE PROCEDURE**

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

### **LOSS OF UTILITIES**

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

### **UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS**

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

#### UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

##### Gas Leak - INDOOR:

Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.

DO NOT turn off lights or other electrical equipment which may cause a spark.

Leave doors open to provide ventilation of the building.

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what building and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Indicate that evacuation is underway and stay on the line to provide updates.

The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.

The school Incident Commander will determine whether to evacuate other buildings.

Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.

If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.

Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area

Move everyone UPWIND, at least 100', more if leak is major

Post staff to prevent entry to the area

Prevent vehicles, including school service carts, etc. from entering area

Notify the school office/school Incident Commander

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what area of campus and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Request 9-1-1 operator to call Gas Company (they have rapid access).

Stay on the line to provide updates.

The school Incident Commander will determine whether to evacuate buildings.

Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.

If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.

Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

#### UTILITY LOSS OR DAMAGE PROCEDURE - continued Electrical System Damage or Failure:

If problem is in, or on, a school building and there is smoke or threat of fire:

Evacuate the building(s).

Close, but do not lock doors.

Notify the school office/Incident Commander.

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location and nature of the electrical problem.

Describe best access point for emergency responders – driveway/gate. ? Indicate if evacuation is underway.

Request 9-1-1 operator to call Electric Company (they have rapid access).

Stay on the line to provide updates.

Incident Commander will determine need to evacuate buildings, if not already done.

Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.

Do not reenter the building(s) until fire or utility officials say it is safe.

If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.

If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.

If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

#### **Water/Sewer Line Break**

If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.

Notify the school office/school Incident Commander.

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.

The school Incident Commander will assess situation and determine next step:

Whether to evacuate buildings, if not already done.

Need to remove water, and/or cover/remove contents to protect. ? Need to contact plumber, water removal specialists or others.

Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

#### **Motor Vehicle Crash**

Appropriate actions and response procedures are communicated to staff and individuals using the School Incident Command Organizational Chart and following the Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"

1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.

Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary.

Recommended additional actions for some specific emergencies are included in Section V of this Crisis response Plan.

Detailed Duck and Cover, Evacuate, Shelter In Place and Lock Down procedures, and an Initial Actions Poster are located in all rooms – Initial Actions.

### **Psychological Trauma**

Below are resources for school staff and families seeking support for connecting students to mental health services in order to remove barriers to learning. Consider the following when responding to children/youth with behaviors of concern.

If harm to self or others could happen immediately:

CALL 911

Provide supervision and safety until help arrives

#### **SCHOOL STAFF RESPONSE:**

Inform administrator, School Counselor, School Psychologist, or Parent Liaison

Follow Emergency Response Plan

Contact student's parent/guardian

Consult with one or more of the following: building team (administrator, Mental Health, school psychologist) and optionally, law enforcement/mental health professional

Once the situation is stabilized, consult with Student Support (503.916.5460) regarding the next steps

Complete appropriate Threat Assessment. ( School Psychologist, or Administration)

Engage law enforcement/mental health professional/family in action planning

If a student is showing behaviors of concern that are impacting them academically, behaviorally, and/or socially:

#### **SCHOOL STAFF RESPONSE:**

The complete appropriate screening tool (School Psychologist, School Counselor or Administration)

Contact Parent/guardian and discuss concerns

Notify and/or refer the student to the school intervention team (SIT)

### **Suspected Contamination of Food or Water**

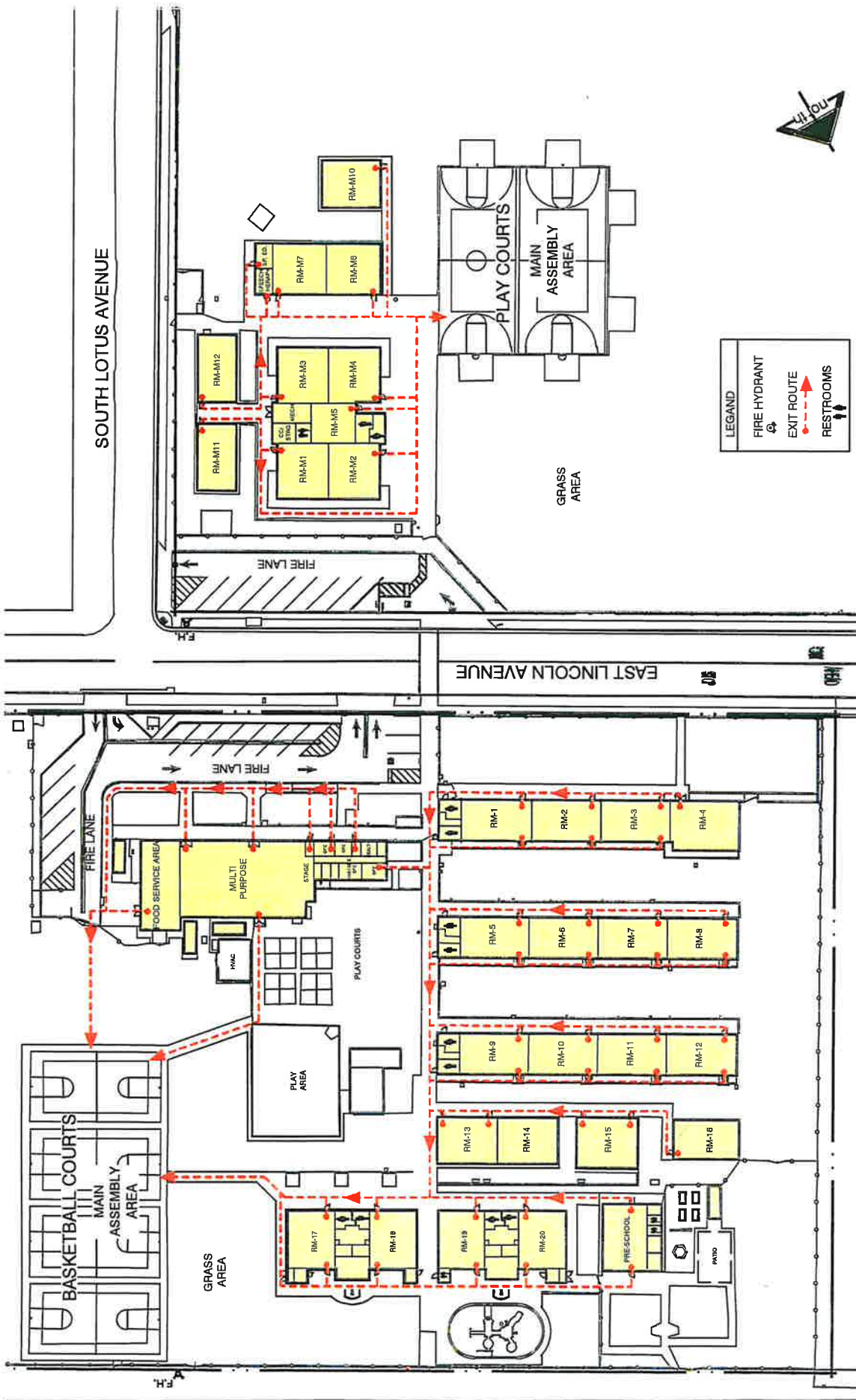
The situation would be evaluated by maintenance and superintendent then the appropriate steps would follow according to the safety needs of the students.

### **Unlawful Demonstration or Walkout**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe.

Initial Action: Shelter in Place and/or Lock Down, Evacuation/Relocation as needed.

And the 4 Rallies Points to evacuate : North/ West, North/ East, West and South East



**LEGEND**

- FIRE HYDRANT 
- EXIT ROUTE 
- RESTROOMS 

# WASHINGTON COLONY SCHOOL

## EMERGENCY SITE MAP