

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT



Larrea Middle School

Larrea Comprehensive Safe School Plan

Table of Contents

| BOARD OF EDUCATION | 4 |
|--|----|
| School Site Safety Committee | 5 |
| School Profile | 6 |
| Assessment of THE CURRENT Status of School Crime | 6 |
| Operations, Policies, Procedures | 6 |
| Mandatory Policies | 7 |
| Safe and Orderly Environment | 24 |
| Disaster Procedures | 25 |
| Site Evacuation | 30 |
| On Campus Assembly Area | 31 |
| ON SITE REVERSE EVACUATION | 31 |
| CATAPULT | 32 |
| Emergency Response Procedures | 33 |
| Active Shooter | 35 |
| Animal Disturbance | 37 |
| Bomb Threat | 38 |
| Bomb Threat Checklist | 38 |
| Bomb Threat Procedures | 39 |
| Chemical Release | 40 |
| Demonstration / Walkout | 40 |
| Disorderly Conduct | 41 |
| Earthquake | 41 |
| Fight. | 42 |

| Fire | |
|--------------------------------------|--|
| Flood | |
| Flu | |
| Food and Water Contamination44 | |
| Heat Wave44 | |
| Lockdown Procedure44 | |
| Armed Student(s) - Possession Only52 | |
| Intruder(s) On Campus52 | |
| Loss of Utilities | |
| Lighting Storm53 | |
| Motor Vehicle Crash53 | |
| Plane Crash53 | |

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES

Jose Berrios

Kent Crosby

Barbara Dew

Penny Edmiston

Rosalio "Rosie" Hinojos

ADMINISTRATION CABINET

Carl J. Coles

Superintendent

Shawntee Milton

Assistant Superintendent - Business Services

Dr. Ratmony Yee

Assistant Superintendent – Educational Services

Michael Williford

Assistant Superintendent – Human Resources

Larrea Middle School

School Site Safety Committee

Principal: Larry Joe Williams Jr

Asst. Principal: Scott Manley

Teacher: Magen Kroell - Bear

Teacher: Emily Gant

Classified Staff: Jason Ethridge

Parent: TBD

Law Enforcement:

Probation Officer:

Member: Elizabeth White, ASB Director

Member: Mike Washington, Nicole Beserra, and Reginald Cole, Security

Member: Jason Ethridge, Custodian

Member: Paul Conkle, Athletic Director

School Profile

Larrea Middle School is one of nine schools in the Victor Valley Union High School District with traditions dating back to 1915. Larrea Middle School has a 414 student body year 1 (2023-2024) and 800 student body thereafter and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Larrea Middle School faces challenges in maintaining a safe school. This section of the Comprehensive Safe School Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe and orderly school environment conducive to learning.

Assessment of THE CURRENT Status of School Crime

Office Referrals/California Dashboard Report

Attendance Rates/School Attendance Review Board Data

Suspension/Expulsion Data

Panorama Survey Results

School Improvement Plan

Local Law Enforcement Juvenile Crime Data

Currently no data, Larrea Middle School Opens 2023-2024 School year

Operations, Policies, Procedures

Larrea Middle School maintains a comprehensive site safety plan and policies and procedures are reviewed annually by our school safety committee. Larrea Middle School conducts multiple safety drills each year including, but not limited to: earthquake, fire, and lockdown drills.

Larrea Middle School is a PBIS school. Expectations for student behavior are posted in all common areas, classrooms, and athletic facilities. A multi-tiered system of interventions is used to provide behavioral and academic support for all students in need of additional assistance. Larrea Middle School will have a "Boomerang" program that utilizes student mentors to assist 7th graders with the transition, as well. All students in grades 7th and 8th are provided with student handbooks that outline all policies and procedures in writing. Larrea Middle School has a shared School Resource Officer and Probation Officer, the latter also providing truancy, drug and alcohol, and anger management classes.

Summary of Major Goals and Strategies

Priorities / Goals

- Organized fire drill and evacuation routes and locations in all classrooms and around the entire campus during the 2023-2024 school year.
- Equipped all classrooms with updated safety information.
- Stock first aid kits and containers.
- Provided First Aid/CP/Emergency training opportunities to faculty and staff.
- Invested in emergency preparedness supplies and equipment.
- Updated Emergency Box and provide Attendance Office with Emergency Information Binders.
- Collaborate with outside agencies to ensure that our emergency plan is aligned to district, city, and county expectations, including local law enforcement, fire personnel, etc.

Mandatory Policies

The comprehensive school safety plan shall include, but not be limited to, both of the following:

Suicide

Administrative Regulation

Suicide Prevention

AR 5141.52 **Students**

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development); (cf. 4231 - Staff Development); (cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

- 1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
- 2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

- 3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
- 4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
- 5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
- 6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services) (cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

- 1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
- 2. Develop coping and resiliency skills and self-esteem
- 3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

- 1. Immediately securing medical treatment and/or mental health services as necessary
- 2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
- 3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
- 4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan); (cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Post-Intervention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

approved: October 15, 1998 Victorville, California

revised: June 22, 2017

Board Policy

Suicide Prevention

BP 5142.52 **Students**

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades.

(cf. 4131 - Staff Development); (cf. 4231 - Staff Development); (cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students, including PBIS and Peer Counseling.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

- 4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
- 5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- 6. Crisis intervention procedures for addressing suicide threats or attempts
- 7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

The Board endorses the use of peer counselors who can provide an effective support system for students who may be uncomfortable communicating with adults. Peer counselors shall first complete the suicide prevention curriculum and demonstrate that they are able to identify the warning signs of suicidal behavior and rapidly refer a suicidal student to appropriate adults.

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

WEB SITES

American Association of Suicidology: http://www.suicidology.org

American Foundation for Suicide Prevention: http://afsp.org

American Psychological Association: http://www.apa.org

American School Counselor Association: http://www.schoolcounselor.org

California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh

California Department of Health Care Services, Suicide Prevention Program: http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx

Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth

National Association of School Psychologists: http://www.nasponline.org

National Institute for Mental Health: http://www.nimh.nih.gov

Trevor Project: http://thetrevorproject.org

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration:

http://www.samhsa.gov

Policy VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

adopted: October 15, 1998 Victorville, California

revised: June 22, 2017

Bullying

DIGNITY, COURTESY AND RESPECT: Students are entitled to be treated with dignity, courtesy, and respect by all Larrea Middle School faculty, staff, and students. Students are also expected to exhibit the same behavior toward any adult or student while attending Larrea Middle School.

LMS Rules & Behavior Expectations: All Larrea School students are expected to know and adhere to the rules and behavior expectations of the school. All Larrea Middle School teachers and staff will expect every student to embrace the school's philosophy of showing their Lion Pride and school spirit at all times. Larrea Middle School will participate in Expect Respect training and is in the process of implementing the program campus-wide.

Abuse of Staff: Verbal and/or physical abuse of faculty, other staff members, or parent volunteers of the school will not be tolerated. Any student who threatens or in any manner does, or attempts to do, physical harm to any school staff member will be disciplined consistent with district policy and Education Code, which may include notification of law enforcement and expulsion from the Victor Valley Union High School District.

HAZING/INITIATIONS: The abuse of students by other students is strictly forbidden. This includes humiliation, horseplay and pranks, physical abuse, verbal abuse, gestures, cyber bullying, etc.

Students who take part in such activities are subject to disciplinary action. In addition, parents of victims of such abuse have the right to notify the police and press charges. (EC Section 32051)

Child Abuse Reporting

The mandated reporter, "you", must provide his or her name and the following information when making the TELEPHONE report of suspected child abuse to the Child Protective Services agency. This call needs to be made within 24 hours. The number is 1-800 827-8724 for San Bernardino County.

- 1. Identify yourself and your relationship to the child (i.e. teacher, principal, etc.)
- 2. Provide the following information about the child:
 - a. Name of the child
 - b. Present location of the child
 - c. Nature and extent of the injury
 - d. Address and telephone number
 - e. Date of birth
 - f. Name and address of parent(s)/ guardian(s)
 - g. Any other information, including that which led you to reporting the suspected child abuse, requested by the Child Protective Services agency
- 3. Ask for the worker's name for your report
- 4. Note the time and date of the call for your written report.
- 5. Request an emergency response worker (if needed)
- 6. Express your concerns (i.e. child's fear of going home, previous and/ or ongoing child history of abuse)
- 7. Inform the worker of the dismissal time. Based upon information received from the telephone report, the emergency response worker will determine whether or not it is necessary for a worker to see the child before he or she is dismissed from school that day.
- 8. If the emergency response worker determines it is not necessary that the child be seen, dismiss the child at the normal time.
- 9. If the emergency response worker determines it is necessary to see the child:
- 10. Request CPS call you back as soon as they know when the emergency response worker will arrive.
 - i. If CPS has not contacted you within twenty (20) minutes, call back and speak to the same intake worker.
 - ii. If CPS is unable to send an emergency worker prior to the child's dismissal time, contact the appropriate law enforcement agency.
 - iii. The law provides an exception to the law to notify the parent/ guardian of the release of a minor to a peace officer when a minor has been taken into custody as a victim of suspected child abuse.
 - iv. The law requires the school official to provide the law enforcement with the address and telephone number of the minor's parent(s)/ guardian(s).

v. The law requires law enforcement to take immediate steps to notify the parent/ guardian of the minor that the minor has been taken into custody and the place where he/she is being held. The officer may refuse to disclose where the minor is being held for a period not to exceed twenty four (24) hours, if such disclosure would endanger the minor.

Notifying Teachers of Dangerous Students

California Education Code 49079:

- (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 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. 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) A school district, or school district officer or employee, is not 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 or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (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.
- (d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Students that have created such violations will be identified with an "SSA" date in the Aeries Student Information System. Teachers will be able to view a student's disciplinary record for more information on the specific incident requiring the SSA notification.

EQUITY: Larrea Middle School does not discriminate on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity (Ed Code 220).

Sexual Harassment: Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct. Any student who engages in sexual harassment may be subject to disciplinary action up to and including expulsion. Any student who feels they are being harassed is to report it *immediately to a teacher, counselor, or administrator.* (EC sec 48900.2)

INTIMIDATION/HARASSMENT: Larrea Middle School prohibits intimidation or harassment of any student by an employee, student, or other person in the school. Students who intimidate or harass other students shall be subject to appropriate disciplinary action, up to and including expulsion. Any student who feels that they are being harassed should immediately report it to a teacher, counselor or administrator.

Dress Code

- 1. Garments shall be sufficient to conceal undergarments (underwear, boxer shorts, and bra straps) at all times.
- 2. Hair shall be clean and neatly groomed. Aerosol cans of any kind are not permitted at school, i.e., hair color, hair spray. No excessive makeup is allowed.
- 3. Shoes must be worn at all times. For safety purposes, no open toed shoes, no heel over 2 inches, no slippers or house shoes. Sandals must be held in place with a heel strap. Steel-toed shoes and cleats are not permitted.
- 4. Lettering or printing will be allowed on shirts, sweatshirts, and other apparel as long as it is acceptable for school attire. Crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages, gang-related names or symbols, or those that are sexually suggestive are not allowed. This district reserves the right to declare unacceptable any item of clothing, printing, or accessory depicting any logo that has been identified to be gang related.
- 5. Pant size must be appropriate. The fullness must not interfere with the normal school activities. If the student removes the belt, pants must not fall more than two inches below the hipbone. The crotch should not drop lower than the fingertips of the extended hand. The length of the pant shall not extend past the heel of the shoe. When side seams are pulled out straight and then are crossed to the front, the edge of the pants shall not cross the midpoint of the leg.
- 6. All clothing shall be within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to conceal undergarments at all times.
- 7. No garments may be worn that are cut-off, ragged, torn or ripped.
- 8. No "see through" or "fishnet" type of blouse or shirt may be worn. Students must wear shirts at all times. No muscle shirts, undershirts, or tank type undergarments are permitted.
- 9. No gang-related apparel (as determined by district guidelines).

- 10. Oversized clothing of any type or clothing of an inappropriate length is not acceptable. Clothing must be worn right side out and have appropriate hems, exhibit no slits, tears, or holes, and must be in good condition.
- 11. Belts and belt buckles must be plain, unadorned and of an appropriate size for the student.

Please Note:

- Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
- No grade of a student participating in a physical education class will be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control (Education Code 49066).
- The principal, staff, students and parent/guardians may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.
- Students are allowed to wear sun-protective clothing, including but not limited to hats (blue or white color with no logos), for outdoor use during the school day (Education Code 35183.5).

Suspension and Expulsion Policies

The following is an abbreviated listing of all suspendable offenses identified by **Administrative Regulation 5144** and **Education Code 48900**:

- **a-1)** Caused, attempted to cause or threatened to cause physical injury to another person.
- **a-2)** Willfully used force or violence, except in self-defense.
- **b)** Possessed, sold or otherwise furnished any knife, firearm, explosive or other dangerous object.
- **c)** Unlawfully offered, possessed, used, sold or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- **d)** Unlawfully offered, arranged or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented that liquid, substance or material as a controlled substance or intoxicant (i.e. look alike).
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school or private property.
- g) Stolen or attempted to steal school property or private property.

- h) Possessed or used tobacco or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- **j)** Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- **k)** Disrupted school activities or otherwise willfully defied the valid authority of school supervisors, teachers, administrator or other school personnel engaged in the performance of their duties.
- I) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- **n)** Committed or attempted to commit sexual assault/battery.
- o) Harassed, threatened or intimidated a witness.
- **q)** Engaged in, or attempted to engage in, hazing as defined in Education Code Section 48900.
- r) Engaged in an act of bullying including but not limited to bullying by means of an electronic act as defined in Education Code 32261.
- s) Aid or abet the infliction or attempted infliction of physical injury.
- **EC 48900.2** Engaged in sexual harassment which includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal visual or physical conduct of a sexual nature thereby creating a negative impact on academic performance or an intimidating, hostile of offensive educational environment (PC 212.5).
- **EC 48900.3** In addition to the grounds specified in section 48900 and 48900.2, a student enrolled on any of grades 4 12, inclusive, may be suspended from school or recommended for expulsion of the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile environment.
- **EC 48900.4** Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

EC 48900.7 Terrorist threats made against school officials and/or school property. The making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000. With the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

EC 48900.R Engaged in an act of bullying including but not limited to bullying by means of an electronic act as defined in Education Code 32261

The following will result in a suspension and may result in a recommendation for expulsion:

48915 (a)(1) Causing serious physical injury to another person, except in self defense

48915 (a)(2) Possession of any knife, explosive or other dangerous object of no reasonable use to the pupil.

48915 (a)(3) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

48915 (a)(4) Robbery or extortion.

48915 (a)(5) Assault or battery upon any school employee.

The following requires mandatory suspension and a recommendation for expulsion:

48915 (c)(1) Possessing, selling or otherwise furnishing any firearm.

48915 (c)(2) Brandishing a knife at another person.

48915 (c)(3) Unlawfully selling a controlled substance.

48915 (c)(4) Committed or attempted to commit a sexual assault or battery.

48915 (c)(5) Possession of an explosive.

CONDITIONS OF SUSPENSION (EC 48908)

The student is in complete custody of their parent or legal guardian during the period of suspension. The student may not enter any campus for any reason nor attend any school activity during the period of suspension. The student is not permitted to use District provided transportation during the period of suspension. The parent or guardian of any student shall respond without delay to any request from school officials to attend a conference regarding their child's behavior (EC 48911 (f)). You may examine all records of your child (EC see 49069). You may request a meeting with the principal (or designee) (EC see 48914). Teachers may require completion of assignments and tests during the period of suspension (EC see 48913). It is the student's responsibility to request missed assignments and tests upon their return.

Discipline Procedures:

Larrea Middle School prides itself in its establishment of a safe and orderly school environment. Therefore, rules have been established to protect the rights of the students and staff of our school. Students shall comply with school rules while going to and from, attending school, or at school sponsored activities. Individuals who choose not to follow these rules or respect the rights of others will be subject to disciplinary action. Refer to the Discipline Continuum located in the Parent's Rights and Responsibilities Handbook.

VVUHSD Discipline Continuum:

The Discipline Continuum was developed for Principals, Designees and Superintendent Designees, and outlines the consequences for inappropriate student actions that have been referred to the Superintendent, Principal, Assistant Principal, or Dean of Students. Infractions or possible consequences are not to be limited to those found in the Continuum. It should be noted that although the Continuum affords a framework for dealing with inappropriate student behavior in a comprehensive and consistent manner, each disciplinary issue will be reviewed with the context of its unique circumstances and the educational needs of all students. Each Administrator must use his/her judgment in applying its provisions, within the limits of California Law, and Board Policy. Situations not specifically addressed in this play or unusual or extreme cases will be dealt with in accordance with the California Education Code 48900 and District policy. Any exception to the consequences stated in the Continuum will be documented by the school site. Some sites may use On Campus Suspension (OCS) as an intervention consequence.

WEAPONS AND DANGEROUS INSTRUMENTS

Possession of any weapons or dangerous materials will result in mandatory recommendation of expulsion by principal per EC 48915(a)(2).

ZERO TOLERANCE

If you are found by the Hearing Officer to have committed the following offenses, you will receive an automatic two semester expulsion from District schools:

1. Knowing or voluntary possession of a weapon, a "look alike" weapon of any kind or dangerous object, before, during, or after school hours without the written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. If you see or become aware of a weapon at school, don't touch it or remain in the presence of a person or group if a weapon is present. You must notify school personnel immediately of the discovery of the weapon for the safety of all concerned. In case of possessing a gun or brandishing a knife, a one-year expulsion will be given. If you find a weapon on the way to or from school, you must immediately notify the principal's office or call 911 to report it to Local Law Enforcement. "Weapon" means any firearm, look alike or real, whether loaded or unloaded; knife; any chemical substance; any device or instrument designed as a weapon or through its use capable of threatening or

providing bodily harm or death; or any device or instrument that is utilized to threaten, strike terror, or cause bodily harm or death; such as but not limited to the following:

- a. Small pocket knives
- b. Fireworks, fire crackers or fire bombs
- c. Throwing darts
- d. Nuisance items and toys
- e. Unauthorized tools
- f. Mace or pepper spray
- Possession or under the influence of illegal substances, alcohol or drugs, upon the second offense. This applies to all incidents, including "holding" the illegal substance for a friend or attending school events under the influence of alcohol or drugs. Selling a controlled substance will result in a one-year expulsion.
- 3. Threatening to cause, or causing physical injury to another person (includes sexual battery) one year expulsion required.
- 4. Participation in graffiti incidents on school property, buildings, structures, or equipment.

Discipline Procedures PHILOSOPHY OF DISCIPLINE

Larrea Middle School prides itself in its establishment of a safe and orderly school environment. Therefore, rules have been established to protect the rights of the students and staff of our school. Students shall comply with school rules while going to and from, attending school, or at school sponsored activities. These rules serve to protect the rights of the students and faculty of our school and provide a positive and supportive environment for student growth and learning. Individuals who choose not to follow these rules and do not respect the rights of others will be subject to disciplinary action against them to ensure the rights of everyone in our school.

Each student must follow the directions or orders of teachers, staff, and parent volunteers <u>the</u> <u>first time</u> given. Any student who refuses to obey a staff member or parent volunteer is guilty of defiance and will be subject to disciplinary action. These rules are for the safety and well-being of all concerned.

STANDARDS OF BEHAVIOR

Students shall observe acceptable standards of behavior while going to and from school, attending school, or at school-sponsored activities. A student who chooses not to follow the rules and regulations will face serious consequences, and a behavior or pre-expulsion contract may be written. After a student has been repeatedly warned for misbehavior, and the parents so notified through a conference or other contact, if such acts of misbehavior continue, the Principal shall prepare a written recommendation for expulsion to the Administrative Hearing

Officer. This recommendation occurs only after other means of correction have failed to bring about proper behavior and if the student is a clear and present danger to him/herself and other students and staff or if his/her presence disrupts the educational process at Larrea Middle School. The Board of Trustees acts on each of these recommendations.

SEARCH AND SEIZURE

Students are subject to being searched by administration if evidence shows justification for the search to protect the safety of all stakeholders. Examples of student searches include: drugs, weapons, graffiti tools or stolen items. Once a search has occurred, parents are contacted regardless of outcome. Ed 49050; BP 5145.12, and AR 5145.12 FAIR HEARING BEFORE DISCIPLINE

Fair Hearing Before Discipline

We encourage all students to avoid negative and physical confrontations that can cause harm to themselves or others. However each student has the right to be heard. Each student has the right to a fair hearing before any disciplinary action can be taken. All suspensions will be preceded by an informal conference between the student and school administrator, during which the student shall be informed of the reason for the suspension and the evidence that supports the action. The student will be given the opportunity to present their version of the incident. Students will be asked and encouraged to complete an Incident Report that will assist in determining disciplinary actions that may need to occur. In emergency situations, this opportunity may not be afforded. However, a conference with the student may be held within two business days or as soon as possible. It is the policy of the school to telephone parents at the time of suspension and mail a written copy of the notice home within one working day.

Incident Reports

Students will need to submit an incident report to the assistant principal's office if they are involved in a situation where they require administrative assistance. Examples of such events may include but are not limited to: being a victim of harassment, having something stolen from them, hearing rumors about them etc. Incident reports can be submitted in person in the Assistant Principal's Office or through the online incident reporting system that can be accessed through our website. All incident reports will be investigated and appropriate administrative action will be taken as needed.

Safe and Orderly Environment

Summary of Areas of Pride and Strength

Accomplishments / Areas of Pride

- 1. Larrea Middle School has begun with a variety of experienced, educated, and veteran teachers.
- 2. Larrea Middle School will focus on literacy, safety and making sure students are ready for the A-G environment of high school.

Findings and Desired Improvements

- 1. Improve academic and behavior interventions to support an increase in graduation rates in high school and reduction in school suspensions.
- Work more closely with the revamped Student Services department to continue to implement and refine tier two and three interventions to reduce the number of lower level infractions and provide interventions for higher level ones while placing an increased focus on equity.
- 3. Improve supervision during unstructured time to improve student safety when they are not in class.

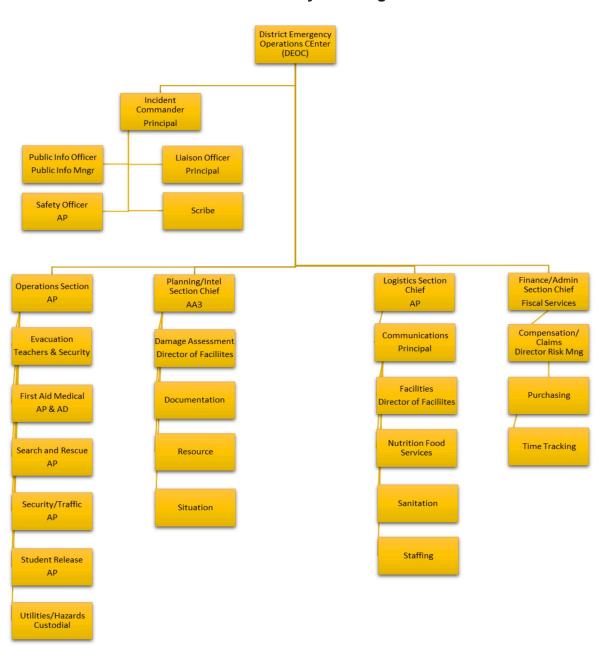
Disaster Procedures

MOU HELD IN DISTRICT OFFICE-RISK MANAGEMENT

This plan shall include emergency disaster procedures and information on both Standardized Emergency Management System (SEMS) and National Incident Management Systems (NIMS).

[This section must address the Americans with Disabilities Act of 1990]

School/Site Incident Command System Organizational Structure



District Emergency Operations Center

Incident Commander - Joe Williams

Public Info Officer – Kris Riley

Safety Officer - Magen Kroell and Jennifer Thomas

Liaison Officer – Scott Manley

Scribe – Stefenie Elizarraras

Operations Section - Security (Nicole Beserra, Reginald Cole, and Michael Washington)

Plan / Intel Section Chief - Paul Conkel

Logistics Sec Chief - Joe Williams

Finance / Admin Sec Chief - Stefanie Elizarraras

Evacuation – Security, Teachers

First Aid Medical - LVN Jasmine Crawford

Search & Rescue – Fire Department

Traffic – Security

Student Release - Administration and Teachers

Utilities / Hazards - Maintenance

Communications – Joe Williams Jr

Facilities - Maintenance

Nutrition – Jason Hill

Sanitation – Custodian - Jason Ethridge

Staffing – Joe Williams Jr

Compensation & Claims – Stefanie Elizarraras

Purchasing – Stefanie Elizarraras

Time Tracking - Stefanie Elizarraras

Pod Designees: Grab walkie, clear each classroom in designated area, report injuries, move injured students (only if they can be safely moved) to the center of the pod, and stay with the students.

A Building- All Pods exit to the East Basketball Courts to the designated safety area

B Pod

C Pod-

D Pod-

E Pod-

PE Buildings- (GYM & Locker rooms)-

F Pod-

G Pod-

H Pod-

I Pod-

J Pod

K Pod

L/M Pod Upper Campus

7th Grade Release Point- Location: Front of School , Release Person: Counseling (Mr.

Manley)

8th Grade Release Point- Location: Front of School, Release Person: Counseling

Catapult EMS

VVUHSD uses Catapult EMS as the main system for Emergency Messaging. This system will alert through app notifications, text messages, and emails. All staff should have access to and sign up for this service. While it is recommended that the app be installed on staff personal cell phones, this is not mandatory. Staff will still receive alerts through their work email on their school computers.

Catapult should be used in every emergency situation in order to alert all site staff and the appropriate district personnel.

Green - For any Catapult user to report an incident which could then be reported as Yellow or Red by site administration or site safety team. **All staff have access to this function.**

Active shooter

Bomb threat/suspicious package

Dangerous Animal

Explosion

Fire

Fight

Gunshots heard or reported

Hazardous (spill, leak, or fumes)

Hostile parent, personnel, student

Medical emergency

Missing student

Natural disaster

Police activity

Suspicious activity

Other - explain in comments

Yellow - Caution Alerts (code yellow) notify all staff of a potential emergency and help the Site Safety Team gather more information before deciding to resolve or escalate to an Action Alert (code red). Only the site safety team has access to this function.

Active shooter - when suspected or more information is needed

Bomb threat/suspicious package

Chemical Spill (off campus)

Civil Disturbance

Dangerous Animal

Explosion

Fight

Fire

Flood, blackout/power failure

Gunshots heard or reported

Hazardous (spill, leak, or fumes)

Hostile parent, personnel, student

Medical emergency

Missing student

Natural disaster

Police activity

Soft lockdown

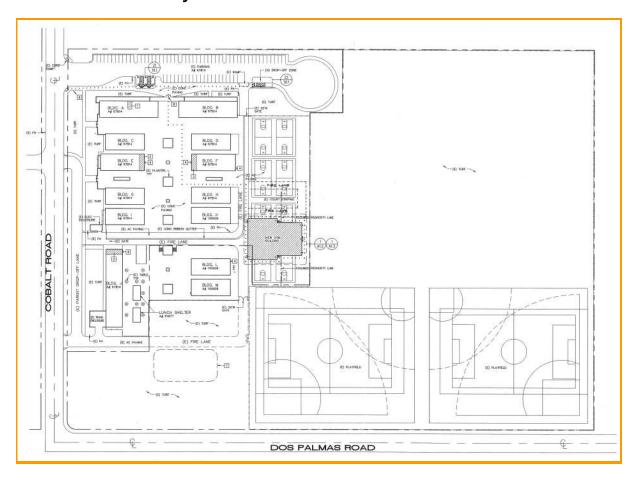
Suspicious activity

Other - explain in comments

Red - Action Alerts (code red) are emergencies that interrupt your school day to take action (evacuate, lockdown, etc.) and account for your students. Some organizations/districts use the older terminology "Code Red" (instead of "Action Alert"). Only the site safety team has access to this function.

- Active shooter
- Hard lockdown
 - Armed intruder
 - Hostage Crisis
 - As directed by law enforcement
 - Evacuation
- Fire
- Chemical spill
- Gas leak etc. (on campus)
 - Shelter in place/Soft lockdown
- Chemical spill (off campus)
- Civil disturbance
- Gunfire/police action in the vicinity
- Flood, blackout, power failure
 - Lockout
- Perimeter gates closed and locked
 - o Drop, cover, hold
- Earthquake
- Fallen aircraft
- Explosion on or near campus
- Severe storm warnings

Evacuation Routes/ Utility Turn off Services



Site Evacuation

If the administrator-in-charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

- Walkers will stay on the sidewalks and proceed to the next designated alternate site. The assembly area will be in the east parking lot (along Cobalt Road) or JV softball field. These areas will be used for short term evacuations.
- Buses to evacuate by bus the administrator-in-charge is to call the Emergency Operations Center who will contact the transportation provider and arrange to have buses dispatched to the site for student/staff pick up. Buses will drop off students at the nearest alternate site. The assembly area will be in the east parking lot (along Cobalt Road) or JV softball field. The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of their status (number of students/staff and others to be transported).
- Students will be released only to individuals listed on the emergency card.
- A notification must be left at the school site indicating the address where students have been relocated.
- All further action will be directed by the administrator-in- charge.

On Campus Assembly Area

- 1. Take roll count of students and report findings to administrator-in-charge.
- 2. Assess medical needs.
- 3. Request assistance as needed.
 - The Risk Manager, Deshawn Dickinson, will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the city. Requests for additional assistance will be made through the city's EOC to the County Operations Area.
 - The School District EOC Deshawn Dickinson, after the emergency, will begin contacting all schools in alphabetical order beginning with elementary schools to ascertain damage assessment and needs requirements.
- 4. Provide medical care.
- 5. Provide for mass care needs (i.e. food, water, shelter and sanitation).
- 6. Do not light fires or touch fallen wires.
- 7. Be alert for instructions from the administrator-in-charge.
- 8. Do not attempt to enter a building until it has been declared safe by an authorized official.
- ** During a major emergency incident, students will only be released to the parent, guardian, or to the adult specified on the emergency card.

When law enforcement responds and sets up a Command Post, the Principal or his designee shall partner up with the School Resource Officer and respond to the Command Post.

** THERE SHALL BE NO EXCEPTIONS TO THE POLICY. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the schools responsibility to care for students and staff.

ON SITE REVERSE EVACUATION

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

- Outside bell will ring.
- Move students/staff inside as quickly as possible.
- Report to homeroom.
- Take attendance. Use the intercom to report missing students.
- Wait for further instructions.
- EXAMPLES: Severe Weather, Hazmat Forest Fire, Gunfire

Off Campus Emergency Evacuation Sites

Silverado High School 14048 Cobalt Road Victorville, CA 92392

Hook Junior High School
15000 Hook Boulevard
Victorville, CA 92394

EVACUATION BELL: Loud pulsating bell. This bell will continue until the all-clear announcement is given to re-enter the buildings.

ALL CLEAR BELL: The all-clear signal will be signaled by a single bell followed by an announcement.

- 1. All staff members will receive a digital copy of the site safety plan and hard copies will be placed in all offices. All personnel that hold an officer or chief position on site will attend a sanctioned SEMS training during the 2023-2024 school year. They will then be given the opportunity to train the members of their unit on the components of their specific job assignment during safety focused PLC and/or staff meetings.
- 2. Larrea Middle School will comply with all required emergency drills. Additional drills may be scheduled as deemed necessary by the SHS Safety Committee.
 - Drop procedure: (Per Ed code 32282: Secondary = once each semester)
 - Fire Drills (Per Ed. Code 32001: Secondary = two times a school year)
 - Soft Lockdown (1 per school year)
 - Hard Lockdown (1 per year)
- 3. Communication to parents, district personnel and the media will take place under the direction of the site principal.
- 4. The bell system, intercom, school radios, cell phones, text messages, email and runners will be used to communicate during an emergency.
- 5. In the event of an emergency parents, guardians and or those authorized to pick up a student are to come to the student reunification center that will be located at the front of the school next to the flagpole. Students will not be released to anyone that does not have a current form of ID and/or anyone that is not listed on the student's emergency card. Once the verification place is complete personnel at the evacuation site will be notified to release the student. Released students will be escorted to the student reunification center to be reunited with their parents, guardians and/or those authorized to pick up the student.
- 6. Public Employees Are Disaster Service Workers All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed or,
- A federal disaster declaration has been made

NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor
- 7. Post -Disaster Shelters- Schools are required by both federal statute and state regulation to be available for shelters following a disaster.
 - The American Red Cross has access to schools to set up shelters
 - Local governments have access to schools to set up shelters
 - Plan and make arrangements in advance to assure that you are prepared.
 - Consult Schools as Shelters: Planning and Management Guidelines for Districts
 & Sites (ordering information is available from the Office of Emergency Services)

Catapult/Emergency Response Procedures

Before an emergency occurs employees should know their worksite.

For example:

- How many classrooms are occupied?
- Where are the power, water and gas shut are-offs?
- What are the safest evacuation routes?
- Where are the assembly areas?

Employees must...

- Practice!
- Identify and train your crisis team members.
- Review crisis procedures on an on-going basis.

Surveyed the school with evacuation in mind--This includes Identifying potential hazards both INSIDE and OUTSIDE.

INSIDE:

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint, or hazardous materials

OUTSIDE:

- Places where the natural gas supply, water, sewer, or electrical grids cross the site.
- Power lines and electric shock hazards such as fences and metal buildings.
- Trees

- Areas near buildings and covered walkways where debris, roof tiles or glass may fall.
- Routes past concrete walls.

NEXT STEPS:

- Designate evacuation routes that are without overhead hazards and avoid as many hazards as possible.
- The needs of students with disabilities should be considered when planning evacuation routes.
- Assembly areas should be as close to the evacuated facility as is safe (min. distance 50 feet)
- Establish alternate routes to the designated assembly areas.
- Choose an off campus location for an alternate site
- As you plan your evacuation routes, always make sure they know what they want to do and where they want to go.
- Always reassess conditions after an incident or emergency and modify your safe school plan as needed. Report your findings to your administrator.
- Train staff to implement the plan. Conduct monthly exercises. Practice alternate routes and methods.
- Have substitutes, temporary faculty and staff should review these emergency response guides before beginning class or work.
- Be prepared to receive students who may be evacuated from another school.

Evacuation Should Never Be Automatic

- There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.
- Teachers are to survey their room to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger.
- Before a decision is made to evacuate a classroom or school, it must be determined IF there is a safe route AND a safe place to assemble the students.

ADMINISTRATORS/PRINCIPALS:

- When an emergency occurs: Assess the situation and notify Law Enforcement.
- Determine what is going on outside and inside the site. Evaluate the short and long-term effects.
- If needed, call 911 and request assistance.
- Decide whether to keep students and staff in place or to evacuate all or part of the student body.
- Contact teachers and staff to inform them of the situation.
- Initiate initial response actions.
- Mobilize your emergency management organization.
- Determine the safest course of action.
- Establish preferred routes and where to place the assembly area.
- Formulate an incident response plan.
- Communicate your directions to faculty, staff and students by telephone, radio, PA system, intercom or runners.
- Notify district administrators. Principal or his designee will notify the public information officer (PIO).
- Follow up to see that your instructions were carried out as intended.
- As needed, modify your plan to meet new needs or contingencies.

Keep the district informed of your status and needs.

FACULTY/STAFF

- DO NOT automatically move students into the corridor or outside the building.
- Evaluate the situation. Inspect the area for hazards and dangers.
- If a long period of time has elapsed and you have received no instructions, you will have to make the decision whether to remain or to evacuate.
- If you have to move, determine the safest way to move your students and decide where you're going to before you depart.
- Account for your students before you leave the classroom and after you arrive at your safe site.
- Take your roll sheet.
- Once you get to the assembly area, communicate your whereabouts to the administration.

Active Shooter

Run

If it is safe to do so, the first course of action that should be taken is to run. When possible, individuals should exit the building through the safest route and proceed to a designated assembly location(s) or an alternate vetted site. However, given the dynamic nature of an active shooter event, exiting the building, and going to an evacuation site via practiced fire drill routes may put individuals at risk or may not be possible. If doing so is not possible or puts individuals at risk, employees may need to run out of the facility or away from the area under attack and move as far away as possible until they are in a safe location. These options should be clearly conveyed to employees during facility active shooter training and/or exercises.

Despite the complexity of this situation, facility occupants and visitors at risk who can evacuate safely should do so. Recent research shows the best method to reduce loss of life in an active shooter incident is for people to immediately evacuate or be evacuated from the area where an active shooter may be located or attempting to enter.

Staff should be trained to:

- leave personal belongings behind;
- put their hands in the air to signal that they are unarmed to law enforcement responders;
- visualize possible escape routes, including physically accessible routes for occupants, visitors, or staff with disabilities and others with access and functional needs:
- avoid escalators and elevators; and
- take others with them but not stay behind because others refuse to leave.

Call 911 when safe to do so.

Information to provide to law enforcement or dispatchers:

- Location of active shooter(s)
- Location of caller
- Number of shooters, if more than one

- If there is law enforcement on site (if known)
- Physical description of shooter(s)
- Type and number of weapons used by shooter(s)
- Use or threat of explosives/IEDs
- If shooting is still occurring
- Number of potential victims at the scene

Because facility occupants may scatter, they should be given directions on who they should contact in order to account for all personnel.

Planners should consider creating a threat annex for the **run**, **hide**, **fight** scenario. While developing this annex, at a minimum, consideration should be given to the following questions:

- Have primary and alternative accessible escape routes been identified?
- Have employees rehearsed the use of escape routes?
- Will escape routes provide enough distance, cover, and concealment to provide safety?
- Has a system been developed to account for all personnel when it is safe to do so?

Hide

If running is not a safe option, staff should be trained to hide in as safe a place as possible where the walls might be thicker and have fewer windows. Likewise, for occupants that cannot run, hiding may be the only option.

In addition, occupants should do the following:

- Lock the doors and/or barricade them with heavy furniture, if possible.
- Close and lock windows and close blinds or cover windows.
- Turn off lights.
- Silence all electronic devices.
- Remain silent.
- Look for other avenues of escape.
- Identify ad-hoc weapons.
- When safe to do so, use strategies to silently communicate with first responders, if possible (e.g., in rooms with exterior windows, make signs to silently signal law enforcement and emergency responders to indicate the status of the room's occupants).
- Hide along the wall closest to the exit but out of view from the hallway (which would allow the best option for ambushing the shooter and for possible escape if the shooter enters or passes by the room).
- Remain in place until given an all clear by identifiable law enforcement.

Consider these additional actions:

- Identify a safe location on each floor before an incident occurs where occupants and visitors may safely barricade themselves during an event.
- Train people in how to lock down an area and secure the unit, including providing a checklist of instructions on the back of doors and by phones.
- Ensure emergency numbers are available at all phone locations.
- Consider the following questions if developing a threat annex for the **run**, **hide**, **fight** scenario:

- Have shelter-in-place locations been identified?
- Is there a method to secure the access to these locations?
- Have employees rehearsed the movement to and positioning within these locations?
- How will communications be established with these locations?

Fight

If neither running nor hiding is a safe option, when confronted by the shooter individuals in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, chairs, etc. Research shows there is strength in numbers, as indicated in the earlier mentioned study. The potential victims themselves have disrupted 17 of 51 separate active shooter incidents before law enforcement arrived.

Speaking with staff about confronting a shooter may be daunting and upsetting for some individuals, but great comfort can come from the knowledge that their actions could save lives. To be clear, confronting an active shooter should never be a requirement of any non-law enforcement personnel's job; how each individual chooses to respond if directly confronted by an active shooter is up to him or her.

Consider the following questions if developing a threat annex for the **run**, **hide**, **fight** scenario:

- Have discussions about when it might be appropriate to defend been addressed?
- Have discussions about available equipment to be used to assist in their defense been addressed?
- Have discussions related to the concepts of superiority of numbers, surprise, speed, and violence of action been addressed?

Reference: Interagency Security Committee November 2015

Animal Disturbance

This procedure should be implemented when the presence of a dog, bull, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

- Call 911.
- The Principal/designee will initiate appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.
- Call Animal Control.
- If conditions change or warrant it, the Principal/designee will initiate off site evacuation procedures.

Bomb Threat

Any person receiving a telephone bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine sex and age of the caller.
- Write down description of caller's voice and any background noise you may hear.
- DO NOT take any chances contact the school administrator for every threat.
- Leave the environment where the bomb is supposed to be as is i.e. if the door
 is open, leave open; if lights are on, leave on, etc.
- When directed to do so, evacuate all students and staff from threatened areas or buildings. Do not remove anything from the classroom. Instruct students to leave all book-bags or backpacks behind.
- If a device is located / observed, DO NOT TOUCH IT OR MOVE IT.
- Wait for further instructions.

When did you put it there?

What kind of bomb is it?

Did you place the bomb?

What is your name?

What does the bomb look like?

What will make the bomb explode?

- Expect the police department to ask staff members if they have seen any objects that are out of place or in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings.
- Anticipate being called upon by the police department for additional information.
- School personnel should not search for the bomb or enter the area! However, keep in mind that you may need to provide assistance to the police department if requested.

BOMB THREAT CHECKLIST

Time of call: AM/PM Do not hang up! Keep the caller talking. 2. Exact Wording of Threat 3. Questions to Ask When is the bomb going to explode? Where exactly is the bomb?

| Where are you? | |
|--|-------|
| What is your address? | |
| 4. Listen For: | |
| VOICE: accent/impediment/tone/speech/diction/manner | |
| LANGUAGE: polite/incoherent/irrational/taped/read out/abusive | |
| NOISE: traffic/voices/machinery/music/ noises on the line/local call/S | TD |
| OTHER: sex of caller/estimated age | |
| 5. After the Call | |
| Note the time of the end of the call: AM/PM | |
| Name of recipient (print): | |
| Signature: | Date: |
| Report the call to your Site Administrator, who will contact the Police. | |

Bomb Threat Procedures

The safety of students and personnel is the highest priority when dealing with a bomb threat.

- When a bomb threat call is received, the person receiving the call is to follow the Bomb Threat Checklist (see previous page) and make every attempt to:
 - Keep the caller talking as long as possible.
 - Query the caller as to the description of the bomb, where it is, and when it is expected to explode.
 - Identify background noises.
 - Note any distinguishing voice characteristics.
 - Determine the caller's knowledge of the facility.
- DO NOT HANG UP THE PHONE! Have someone else use another phone line to call authorities immediately.
- Immediately notify the School Resource Officer and the administrator-in-charge.
- The administrator-in-charge will notify the Police and Superintendent's Office.
- The administrator-in-charge should not immediately evacuate the school. In consultation with the Police Department, determine the severity of the threat, the extent to which a search should be conducted and any evacuation needs. Any further action should be in concert with the Police Department.
- Complete BOMB CALL CHECKLIST (should be kept by every phone).
- If determined necessary, evacuate personnel to the evacuation area.
- LOOK FOR ANY OBJECT THAT DOES NOT BELONG
- If what appears to be a bomb is found, DO NOT TOUCH IT. Let the Police Department and the HAZARDOUS DEVICE TEAM take charge of the object.
- Take roll count of students and report findings to administrator-in-charge as soon as it is safe. Check the absentee list for possible clues as to who might have phoned in the bomb scare.

Chemical Release

INSIDE THE CLASSROOM:

- Call 911.
- Evacuate the building in a safe manner upwind of the affected area.
- Notify the Superintendent's office.
- Principal or designees will have a security/utilities team isolate and restrict the area.
- Turn off the local fans, close windows, shut down the building's air handling system.
- Check for any students having any contact with hazardous substances.

OUTSIDE THE CLASSROOM AND LOCALIZED:

- Principal/designee will direct staff to remove students from the affected area and proceed upwind of the area.
- If necessary, evacuate building(s) upwind of the affected area.
- Securities/utilities team will isolate and restrict the affected area.
- Notify the Superintendent's office.

SURROUNDING COMMUNITY:

- Principal or designee will be informed or will determine if a potentially toxic substance has been released to the atmosphere.
- The principal or designee will initiate a shelter-in-place order if necessary.
- Securities/utilities team will turn off all local fans, shut down building air handling systems, lock doors and windows, seal gaps under and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition.
- Notify the Superintendent's office.
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings.
- The school will remain in shelter-in-place mode until the appropriate agency provides clearance.

Demonstration / Walkout

An unlawful demonstration/walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

- Notify school administration immediately.
- Notify the School Resource Officer or call 911.
- School administration will initiate appropriate response action, which may include a Shelter-in-place.
- School administration will notify the Superintendent's Office.
- Site administration team will deploy to pre-identified exit points.
- School administration will designate staff to accompany students going off campus.
- Students not participating will remain in the classroom.

- Teachers will close and lock doors, and staff will close window coverings to protect from flying glass.
- School administration will notify parents of the incident as appropriate.

Disorderly Conduct

This may involve a student or staff member exhibiting threatening or irrational behavior.

THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- Principal/designee will notify the School Resource Officer or Call 911.
- Principal/designee will initiate appropriate immediate response actions, LOCKDOWN, OR EVACUATION.
- Principal/designee will assign a staff member to meet police and escort them to the location of the disturbance.
- Principal/designee will contact the Superintendent's office.
- Classes should remain in session, until law enforcement determines the situation is under control.
- If the perpetrator is a student, police should decide if/when to contact family.

SCHOOL PERSONNEL AT THE SCENE OF THE DISTURBANCE:

- Clear bystanders and encourage students to "go about their business" and not to get involved.
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety.

Earthquake

Earthquakes usually strike without warning. The immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. **DO NOT PANIC!** If protected from falling objects, the rolling motion of the earth is frightening but not necessarily dangerous. Usually, the initial earthquake is the most severe and aftershocks are less violent. However, aftershocks can be just as dangerous.

IF INSIDE A BUILDING:

- Implement ACTION "DROP, COVER, HOLD-ON" (do not face windows).
- Take precautions against falling objects:
- Get beneath a desk, table, or bench, and cover your head with any article of clothing to minimize injuries.
- If cover is unavailable, get against an inside doorway or crouch against the wall and cover your head.
- Stay away from outside walls and areas where there are large panels of glass and/or heavy suspended light fixtures.
- After the earthquake is over and the ground has stopped shaking, assess the building to see if evacuation is necessary.
- If evacuation is necessary, proceed to the assembly area. (Beware of falling objects, electrical wires, and broken water pipes.)

Walk – DON'T RUN!

If Outside:

- Implement ACTION "DROP, COVER, HOLD-ON."
- After the earthquake is over. Move quickly away from buildings, playground equipment, basketball courts, athletic field lights, utility poles, large signs, trees, exposed wires, and do not touch electrical wires and wet areas.
- Do not touch electrical wires and metal objects, such as chain link fences.
- Proceed to the site assembly area.
- Remain in control **DO NOT RUN!**

Fight

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- Principal/designees will call 911
- Assign staff members to meet police and escort them to the location of the disturbance.
- Contact school security.
- Hold classes, if in session, until the situation is under control.
- Clear bystanders and encourage students to "go about their business" and not to get involved.
- Intervene to defuse the situation to the extent possible without threatening your own or staff's safety.
- Notify the Superintendent's office.

Fire

If a fire starts anywhere on the school campus:

- Principal or designee will sound the school fire alarm, initiate evacuation procedures and call 911.
- Proceed to the Assembly Area.
- Remain in control. DO NOT RUN!!!
- Keep access roads open for emergency vehicles.
- Notify the Superintendent's office.
- Students and staff should not return to the school until the Fire Department officials declare the area safe.

All further action will be directed by the administrator-in-charge.

Flood

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning as a result of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF SITE EVACUATION.
- Call 911.
- Notify the Superintendent's office.
- In the event of evacuation, teachers bring their roll sheets and take attendance in the assembly area.
- Notify school administration of any missing students.

Flu

Influenza, also known as the flu, is a contagious respiratory disease caused by different strains of viruses. In the United States, there is a flu season that begins every fall and ends every spring. The type of flu people get during this season is called seasonal flu. Flu viruses spread from person to person when people who are infected cough or sneeze.

Anyone with a fever or other symptoms of the flu should stay home from work or school until at least 24 hours after the fever has gone (without medications).

Take these common sense steps to stop the spread of germs:

- Wash hands frequently with soap and water or an alcohol-based hand sanitizer.
- Avoid or minimize contact with people who are sick (a minimum three feet distancing is recommended).
- Avoid touching your eyes, nose and mouth.
- Cover your mouth and nose with tissues when you cough and sneeze. If you don't have a tissue, cough or sneeze into the crook of your elbow.
- Stay away from others as much as possible when you are sick.

Food and Water Contamination

This procedure should be followed if site personnel suspect contaminated food or water. It applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination. Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illnesses.

- Isolate suspected contaminated food/water and restrict access to the area.
- Call 911.
- Notify the Superintendent's Office.
- Staff will make a list of all potential affected students and staff.
- Staff will make a log of symptoms, the suspicious food/water, quality and character of products.
- Medical first responders will assess the need for medical aid.
- Principal or designee will confer with San Bernardino County Public Health.
- Principal or designee will notify parents of affected students.

Heat Wave

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.
- Excessive Heat Warning Heat Index values are forecasted to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- **Heat Advisory** Heat Index values are forecasted to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions:

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use shaded areas from direct sunlight.

Lockdown Procedure

Shelter in Place / Soft – Lockdown

Stay in classroom or current location

First person to see threat:

- Ensure your safety and safety of those around you.
- Call **X42100** phone emergency number and inform the person about the threat and tell them to make the intercom announcement activating the Lockdown.

- "THIS IS NOT A DRILL, WE ARE IN AN EMERGENCY LOCKDOWN SITUATION" (Repeat three times)
- Activate Lockdown in CatapultEMS with as many details as known.

Announcement

"Attention staff and students. Please listen closely. "THIS IS NOT A DRILL, WE ARE IN AN EMERGENCY LOCKDOWN SITUATION" (Repeat three times) Get to the nearest building. Teachers and students return to your classrooms. Teachers please lock your classroom doors immediately; we are in a soft lockdown".

To be used in the event of:

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in the vicinity

☐ Establish an incident command center

- Flood, blackout / power failure
- Possible gun on campus known whereabouts of students and gun

Admin will: ☐ Notify all staff through email, make an all call (please check your email for an important notification), and activate Catapult. ☐ Admin Assistant will send out a preset announcement* (if possible) Teachers will: ☐ Report to homerooms or closest available room that can be secured ☐ Get everyone inside their rooms, including students and staff seeking shelter ☐ Lock their classroom door, turn off lights, close windows and blinds ☐ Take roll, and document the names of all students present ☐ Await further instructions or "All Clear" signal ☐ Keep all phone and electronic communication to a minimum ☐ Use the emergency color card system to notify other staff on your medical condition ☐ Unassigned staff should assemble in a pre-designated area. 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 ☐ Await further instructions from teacher or staff member Safe School Leadership Team will: ☐ Determine the level of response required for the incident

| Notify District Superintendent Determine if movement is allowed (student use of restrooms, only if a staff member chaperones) Convene Student Release team if needed Prepare materials for emergency response personnel (Operations / Logistics) |
|---|
| Code is rescinded when: |
| Conditions are deemed safe by the Incident Commander (Principal or appropriate civil authority) Teachers are given the "Lockdown Lifted" |
| Hard – Lockdown / Direct Threat First person to see threat: Ensure your safety and safety of those around you. X42100 - phone emergency number - and inform the person about the threat and tell them to make the intercom announcement activating the Lockdown. "THIS IS NOT A DRILL, WE ARE IN AN EMERGENCY LOCKDOWN SITUATION" (Repeat three times) Activate Lockdown in CatapultEMS with as many details as known. |

Signal: Announcement over intercom:

"WE ARE IN A EMERGENCY LOCKDOWN SITUATION, THIS IS NOT A DRILL"

(Add any specific information about incident to aid teacher/staff decision making)

(Repeat three times)

To be used in the event of:

- Armed Intruder
- Hostage Crisis
- Bomb Threat
- As directed by law enforcement
- Gun on Campus Unknown Whereabouts

Teachers will:

| Immediately lock their classroom door(s) do NOT open. |
|--|
| Instruct students to sit or lie on the floor away from windows and doors |
| Turn off lights, close all blinds |
| Turn off Smart Board monitors |
| Instruct students to remain silent |
| Keen all phone and electronic communication to a minimum, only report |

| emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. Use the emergency color card system to notify other staff on your medical condition | | |
|---|--|--|
| Once doors are locked, doors are not to be opened under any circumstances until an all clear notification is announced either via phone or intercom system from Incident Commander (Principal or ranking law enforcement official). | | |
| Teachers/staff will use their best judgment, to ensure the safety of students and themselves. If deemed the best choice the teacher/staff may lead students to safety off campus. | | |
| Students will: | | |
| ☐ Immediately drop to the floor, away from doors or windows, remaining out of the line of sight ☐ Remain silent ☐ Await further instructions from teacher ☐ Silence all phone to prevent possible communication interference | | |
| During Passing Periods- | | |
| Teachers will: Open the door and verify that it is locked. Only if it is safe to do so wait 10 seconds and allow students to enter the room, Immediately lock their classroom door(s) and inner pod door and do NOT open. Instruct students to sit on the floor away from windows and doors Turn off lights, close all blinds Turn off Smart Board monitors Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. Go to student restrooms, close the door (Will lock automatically). | | |
| Students will: | | |
| Go to the nearest room. Sit on the floor, next to the wall Stay off phones to ensure silence and prevent possible communication interference. Be alert for teacher directions and help with role call. | | |

| Admin and Security will: |
|---|
| ☐ Direct students in the quad to the MPR |
| Teachers will: |
| ☐ Open the door and verify that it is locked. |
| , · |
| ☐ Immediately lock their classroom door(s) and inner pod door and do NOT open. |
| ☐ Instruct students to sit on the floor away from windows and doors |
| ☐ Turn off lights, close all blinds |
| ☐ Turn off Smart Board monitors |
| ☐ Instruct students to remain silent |
| Keep all phone and electronic communication to a minimum, only report emergency medical needs |
| Await further instruction from Safe Schools Leadership Team or Police |
| Check Catapult via phone and/or email to update student attendance, status, and medical needs. |
| ☐ Go to student restrooms, close the door (Will lock automatically). |
| Students will: |
| ☐ Go to the nearest room. |
| ☐ Sit on the floor, next to the wall |
| · |
| Stay off phones to ensure silence and prevent possible communication interference. |
| |
| ☐ Be alert for teacher directions and help with role call. |
| During P.E. |
| |
| Teachers will: |
| |
| |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent |
| □ *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. □ Immediately lock the gym doors and all inner doors and do NOT open. □ Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds □ Instruct students to remain silent □ Keep all phone and electronic communication to a minimum, only report |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs |
| □ *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. □ Immediately lock the gym doors and all inner doors and do NOT open. □ Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds □ Instruct students to remain silent □ Keep all phone and electronic communication to a minimum, only report emergency medical needs □ Await further instruction from Safe Schools Leadership Team or Police □ Check Catapult via phone and/or email to update student attendance, status, and |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. *If the threat is on campus and students are outdoors, teacher led students |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. *If the threat is on campus and students are outdoors, teacher led students |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. *If the threat is on campus and students are outdoors, teacher led students |
| *If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. *If the threat is on campus and students are outdoors, teacher led students should exit through the East gate and hide in the ravine area. See map. |
| If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. If the threat is on campus and students are outdoors, teacher led students should exit through the East gate and hide in the ravine area. See map. |
| If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. If the threat is on campus and students are outdoors, teacher led students should exit through the East gate and hide in the ravine area. See map. Safe School Leadership Team will be mobilized: Establish communication with appropriate law enforcement agency Establish an incident command center |
| If the threat is coming from the East via Pahute Avenue, Huerta Street, or the adjacent homes, teachers need to lead students into the gym. Immediately lock the gym doors and all inner doors and do NOT open. Instruct students to sit on the floor away from windows and doorsTurn off lights, close all blinds Instruct students to remain silent Keep all phone and electronic communication to a minimum, only report emergency medical needs Await further instruction from Safe Schools Leadership Team or Police Check Catapult via phone and/or email to update student attendance, status, and medical needs. If the threat is on campus and students are outdoors, teacher led students should exit through the East gate and hide in the ravine area. See map. |

| | Prepare materials for release of students to their parents and determine the best location for doing so. Notify the District Office of situation so it may be transmitted electronically to parents |
|------|--|
| Code | is rescinded when: |
| | ☐ Conditions are deemed safe by the Incident Commander (Principal or ranking law enforcement official) |
| | ☐ Teachers are given the "Lockdown Lifted" signal either one long bell or verbal instructions |

*Note: Please DO NOT use codes during an all call for lockdown: use plain language.

Develop a Lockdown/Hold and Secure Plan specific to your school's needs.

Review the school's Lockdown/Hold and Secure Plan annually and complete the Annual Lockdown Plan Review Form. Ensure that your evacuation site(s) is still available for staff and students.

Ensure that all staff/support staff/ child care/other facility occupants receive a copy of the Lockdown/Hold and Secure procedure for your school.

The Principal is responsible for the over-all creation of the Lockdown plan (i.e., the final content of the plan; scheduling of drills; and where feasible, inviting police to participate in, and be aware of, the planning of drills and the training of staff – including itinerant staff – and students).

Ensure that a **minimum of two (2) lockdown drills** are planned for the school year and parents are informed of the drills.

NOTE: Understandably, this is a sensitive topic. There is no definitive best response during these scenarios, but maintaining a *run*, *hide*, *fight* mindset can increase the odds of surviving.

Run

If it is safe to do so, the first course of action that should be taken is to run. When possible, individuals should exit the building through the safest route and proceed to a designated assembly location(s) or an alternate vetted site. However, given the dynamic nature of an active shooter event, exiting the building, and going to an evacuation site via practiced fire drill routes may put individuals at risk or may not be possible. If doing so is not possible or puts individuals at risk, employees may need to run out of the facility or away from the area under attack and move as far away as possible until they are in a safe location. These options should be clearly conveyed to employees during facility active shooter training and/or exercises.

Despite the complexity of this situation, facility occupants and visitors at risk who can evacuate safely should do so. Recent research shows the best method to reduce loss of life in an active shooter incident is for people to immediately evacuate or be evacuated from the area where an active shooter may be located or attempting to enter.

Staff should be trained to:

- leave personal belongings behind;
- put their hands in the air to signal that they are unarmed to law enforcement responders; visualize possible escape routes, including physically accessible routes for occupants, visitors, or staff with disabilities and others with access and functional needs;
- avoid escalators and elevators; and
- take others with them but not stay behind because others refuse to leave.

Call 911 when safe to do so:

Information to provide to law enforcement or dispatchers:

- · Location of active shooter(s)
- · Location of caller
- · Number of shooters, if more than one
- · If there is law enforcement on-site (if known)
- · Physical description of shooter(s)
- Type and number of weapons used by shooter(s)
- · Use or threat of explosives/IEDs
- · If shooting is still occurring
- · Number of potential victims at the scene

Because facility occupants may scatter, they should be given directions on who they should contact in order to account for all personnel.

Planners should consider creating a threat annex for the **run**, **hide**, **fight** scenario. While developing this annex, at a minimum, consideration should be given to the following questions:

- Have primary and alternative accessible escape routes been identified?
- Have employees rehearsed the use of escape routes?
- Will escape routes provide enough distance, cover, and concealment to provide safety? Has a system been developed to account for all personnel when it is safe to do so?

Hide

If running is not a safe option, staff should be trained to hide in as safe a place as possible where the walls might be thicker and have fewer windows. Likewise, for occupants that cannot run, hiding may be the only option.

In addition, occupants should do the following:

- Lock the doors and/or barricade them with heavy furniture, if possible.
- Close and lock windows and close blinds or cover windows.
- · Turn off lights.
- Silence all electronic devices.
- Remain silent.
- · Look for other avenues of escape.
- · Identify ad-hoc weapons.
- When safe to do so, use strategies to silently communicate with first responders, if

possible (e.g., in rooms with exterior windows, make signs to silently signal law enforcement and emergency responders to indicate the status of the room's occupants).

- Hide along the wall closest to the exit but out of view from the hallway (which would allow the best option for ambushing the shooter and for possible escape if the shooter enters or passes by the room).
- Remain in place until given an all clear by identifiable law enforcement.

Consider these additional actions:

- Identify a safe location on each floor before an incident occurs where occupants and visitors may safely barricade themselves during an event.
- Train people in how to lock down an area and secure the unit, including providing a checklist of instructions on the back of doors and by phones.
- Ensure emergency numbers are available at all phone locations. Consider the following questions if developing a threat annex for the **run**, **hide**, **fight** scenario: • Have shelter-in-place locations been identified?
- Is there a method to secure the access to these locations?
- Have employees rehearsed the movement to and positioning within these locations?
 How will communications be established with these locations?

Fight

If neither running nor hiding is a safe option, when confronted by the shooter individuals in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items

in their environment, such as fire extinguishers, chairs, etc. Research shows there is strength in numbers, as indicated in the earlier mentioned study. The potential victims themselves have disrupted 17 of 51 separate active shooter incidents before law enforcement arrived.

Speaking with staff about confronting a shooter may be daunting and upsetting for some individuals, but great comfort can come from the knowledge that their actions could save lives. To be clear, confronting an active shooter should never be a requirement of any non-law enforcement personnel's job; how each individual chooses to respond if directly confronted by an active shooter is up to him or her.

Consider the following questions if developing a threat annex for the **run**, **hide**, **fight** scenario:

- Have discussions about when it might be appropriate to defend been addressed?
 Have discussions about available equipment to be used to assist in their defense been addressed?
- Have discussions related to the concepts of superiority of numbers, surprise, speed, and violence of action been addressed?

Armed Student(s) - Possession Only

Any Staff member must report to the school administration if a student is suspected of having a firearm on campus.

- Call 911.
- DO NOT approach the student.
- STAY CALM!!!
- In the safest manner possible, contact the administrator using a classroom phone, emergency partner or runner.
- DO NOT attempt to retrieve the firearm.
- DO NOT restrain or discipline the student. STAY CALM!!!
- When administrator or law enforcement arrives discuss the following:
 - The name of the student.
 - Exact location of the student in class.
 - Type of firearm suspected.
 - Location of the firearm.
 - o Room number.
 - Number of students in class.
 - Demeanor of student and other useful information.

Intruder(s) On Campus

A campus intruder is anyone who loiters or creates disturbances on school property.

- Call 911
- Contact the school office and give the location of the suspected intruder.
- If notified, follow lockdown procedures.
- During lockdown, if you see the intruder, contact the office and give location immediately.
- Take roll and notify school administration of any missing students.
- Keep phone and radio lines clear.
- Notify the Superintendent's office.
- Remain in lockdown mode until released by law enforcement.

Loss of Utilities

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

- If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.
- Upon notice of loss of utilities the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

- The principal or designee will notify the Maintenance and Operations Department, and will provide the location and nature of the emergency.
- The principal or designee will notify the Superintendent of the loss of utility service.
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

Lighting Storm

If thunderstorms and lightning are occurring in your area, you should:

- The principal or designee will initiate appropriate response action, which may include a Shelter–in-place or Reverse Evacuation.
- Staff and students should take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Staff and students should avoid contact with electrical equipment or cords.
 Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Staff and students should avoid contact with plumbing. Do not wash your hands; Plumbing and bathroom fixtures can conduct electricity.
- Staff and students should stay away from windows and doors.
- Staff and students should not lie on concrete floors and do not lean against concrete walls.
- Staff and students should avoid hilltops and open fields.
- Staff and students should avoid contact with anything metal
- Staff and students should avoid natural lightning rods such as a tall, isolated tree in an open area.

Motor Vehicle Crash

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Call 911.
- Contact the school office to report the incident and any persons injured or trapped.
- If **no** buildings are in danger, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from the building as appropriate. Maintain control of students and take roll and complete accountability reports.

If evacuated, wait for instructions from the principal or designee.

Plane Crash

If an accident, such as an auto wreck or plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

 Contact the school office to report the incident and any persons injured or trapped.

- If NO buildings are endangered, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from wreckage as appropriate.
- Take roll and complete accountability report.
 If evacuated, wait for instructions from the administrator.