

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Truckee Elementary
CDS Code: 6031322
District: Tahoe Truckee Unified School District
Address: 11911 Donner Pass Rd
 Truckee, CA 96161
Date of Adoption: October 9, 2023
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 - with Law Enforcement 2/5/24
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Approved by:


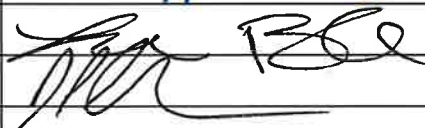
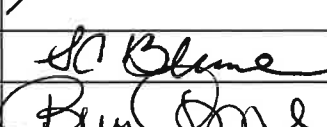
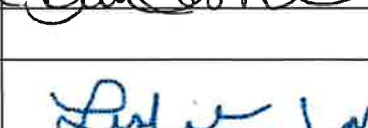





| Name | Title | Signature | Date |
|-----------------|----------------------|--|------|
| Ryan Galles | Principal |  | |
| Laura Buckner | Parent |  | |
| James Collins | Parent |  | |
| Sedena Paniagua | Admin. Secretary |  | |
| Stephanie Blume | Wellness Coordinator |  | |
| Brooke Osborne | Parent |  | |
| Duggan Kearney | Parent |  | |
| Leslie Fansler | Teacher |  | |
| Sarah DiPrinzio | Assistant Principal |  | |

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Truckee Elementary School.

Safety Plan Vision

TTUSD recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. TTUSD is committed to ensuring that students and staff have a safe, secure campus and working environment that provides high-quality education for all.

Components of the Comprehensive School Safety Plan (EC 32281)

Truckee Elementary Safety Committee

Assessment of School Safety

At Truckee Elementary, all students will experience a balanced education addressing the needs of the whole child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic program. A challenging academic focus will provide the foundation for the acquisition and mastery of the basic skills, in areas of reading, writing, speaking and listening, mathematics, science, and humanities. With this foundation, children will acquire the tools to be successful in all subject areas. We expect all students to be responsible learners, to self evaluate, to accept challenges, and to be solution seekers. In preparing for the future, students will have the skills to access information and utilize available resources for further learning. Learning will take place in a positive, safe, and cooperative environment that values individual differences and fosters a feeling of community. We are committed to providing quality education to all students, and we are proud to be a community hub. Truckee Elementary School is unique in its demographics. We embrace the diversity of our neighborhood school, and we face challenges with our diversity as well. We have a particularly broad spectrum of needs in our classrooms, and many of our students come to us without the readiness skills found at other sites. Because of our neighborhood location and our proud status as a school that houses multiple district special education programs, we do have a larger percentage of students who come from socio-economically struggling families, who have academic and emotional disabilities, and who are learning English as a second language. We take pride in being a community hub and neighborhood school, and we accept the challenge of meeting the needs of many of the most struggling elementary age students who are part of loving working families that also struggle with having the resources to provide support at home.

We simultaneously work to meet the needs of the many students who are school ready and often quite accelerated as part of a safe, responsible, and respectful campus. Our enrollment declined 11% between 2017 and 2020; however, our number of students has maintained at about 465 the last two years. In the 2020-2021 and 2021-2022 school years, we have many new families who have moved into our school zone with children who enrolled at our school; however, we also had many students move away from our school zone, so our actual student body has had many transitions.

Vision Statement: Within our caring, diverse and inclusive preschool through fifth grade learning environment, Truckee Elementary School's mission is to empower and inspire students to reach their full potential through engaging and challenging instruction and learning that emphasizes literacy across all content areas, embraces the diversity of our neighborhood, and values what makes each child unique. In collaboration with our Truckee Community, our students will become safe, responsible and respectful citizens.

School Staff -- Credentialed staff includes 40 full-time teachers, 15 designated instructional supports teachers and support teachers, 2 administrators, 1 counselor, 1 psychologist, and 31 classified staff members. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations, and parent communications.

Suspension Rate: 2022-2023

ALL: 0%

White: 1%

Hispanic: 0%

SED: 0%

EL: 0%

SWD: 0%

All students at Truckee Elementary are guided by specific rules and classroom expectations that promote a safe, responsible, and respectful school culture. All students should be provided the opportunity to experience positive and worthwhile learning experiences on the school campus. The goal of the Truckee Elementary discipline program is to help educate and support our students by providing clear boundaries and expectations for personal behavior in social, academic and professional settings. Students and parents are informed of the discipline policies via the school website, Student Handbook, schoolwide Monday Message virtual meetings, class meetings, restorative conversations, and discipline talks. Truckee Elementary utilizes a progressive discipline process in order to produce a desired change in student behavior, attitude and/or performance. Consequences for violations of the disciplinary policy may include warnings, loss of privileges, restitution, restoration, parent conference, and behavior contract. Our automated Aeries attendance system call parents daily to report student class absences. All parents have parent-student-teacher conferences in the first trimester, receive progress reports for second trimester, and report cards for the final trimester. Parents can also access student progress and information through the Aeries Parent Portal.

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

It is a priority of the administration and staff in the Tahoe Truckee School District that every student that attends the school will be provided with an environment in which students will not only feel physically safe, but that there is also a positive school climate in all activities both within and outside the classroom. Assessment occurs monthly by practicing emergency response drills and debriefing the outcomes of these drills to improve our practices. We assess our progressive discipline policy and compare data in regards to suspensions. Practices to foster a culture of physical and emotional safety include monthly recognitions of behavior expectations, daily recognition of student behavior expectations using Cub Bucks and Principal Prides, daily morning Mindful Minute and message, assemblies to promote student safety, and a variety of activities and events throughout the year that are the result from partnering with the school's Parent Teacher Organization and ELAC. The administration and staff desire to provide a caring, nondiscriminatory, and orderly learning in which all students feel comfortable and take pride in the school and achievements.

The administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to enjoy cooperative learning experiences that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff encourages and rewards success in achievement, participation in community projects, and positive student conduct.

Tahoe Truckee Unified School District promotes trauma-informed and restorative practice techniques in order to encourage attitudes and behaviors that foster harmonious relations.

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

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with the law. These employees receive annual training on the mandated reporting process. Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282). The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001).
6. Homelessness or classification as and unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7).

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, Comprehensive School Safety Plan 7 of 33 5/31/19 withdrawal, or untoward aggressive behavior towards self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Nevada County Child Protective Services
208 Sutton Way
Grass Valley, CA 95945
530-273-4291

Placer County Child Protective Services
101 Cirby Hills Drive
Roseville, CA 95678
916-787-8860

El Dorado County Child Protective Services
3368 Lake Tahoe Blvd. #100
South Lake, CA 96150
530-642-7100 or 530-573-3201

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

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

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

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

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

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent Chief Learning Officer or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent Chief Learning Officer or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent Chief Learning Officer or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent Chief Learning Officer or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent Chief Learning Officer or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent Chief Learning Officer or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent Chief Learning Officer or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent Chief Learning Officer or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent Chief Learning Officer or designee. (Penal Code 11166.5)

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

The Superintendent Chief Learning Officer or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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

Disaster Plan (See Appendix C-F)

The Tahoe Truckee Unified School District will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The TTUSD Emergency Response Plan will be provided to each school site and is not available to the Public. The Emergency Response Plan includes the following:

Incorporates strategies of the Incident Command System, Standardized Emergency Management System, and National Incident Management System.

Maps out specific evacuation procedures within the school disaster plan.

Provides guidance for emergency response to a variety of potential hazards and incidents, including “duck and cover” procedures following an earthquake.

Identifies emergency response training and exercise opportunities for students and staff.

Adaptations for Students with Disabilities

For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary. For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;

know the special needs demographics of the students attending classes on site;

involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;

consider emergency accommodations for those with temporary disabilities;

identify existing resources within the school and local community that meet the special needs of these students; develop new community partners and resources, as needed;

inform parents about the efforts to keep their child safe at school;

identify medical needs and make an appropriate plan;

determine transportation needs, special vans and buses for students;

identify any necessary tools such as personal response plans, evacuation equipment or visual aids;

include local responders and as appropriate assist in establishing a relationship between first responders and individual students with disabilities and their educational support staff.

Americans with Disabilities Act (ADA) Considerations

Emergency preparedness and response programs must be made accessible to individuals with access and functional needs and as required by the Americans with Disabilities Act of 1990 (ADA). Access and functional needs populations may have additional needs before, during and after an emergency in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Included in the District's planning efforts for those with access and functional needs are notification supervision, medical and care protocols, evacuation considerations, emergency transportation issues, sheltering considerations, accessibility to the PK-8 School District EOP, medications, accessibility to mobility devices while in transit or sheltering and accessibility to information.

Emergency Preparedness for Students with Disabilities

Evacuation

Are all evacuation routes (on and off-campus) clearly marked and navigable by students who use a wheelchair, walker, cane or have limited mobility/visual impairments?

Does the student attend class/activities upstairs and have a physical disability that makes it difficult to negotiate stairs?

Plan for Evacuation Assistance

- Stay calm
- Explain what is happening and what students need to do even if you think they don't understand
- Make sure all staff members know what to do
- Know the students, their needs and fragilities
- Pre-identify and train 3 rescuers (and back-ups for each rescuer) for every student needing assistance
- Evacuate necessary equipment with students and keep it ready to go by the door
- Rescuers and students must practice and participate fully in all emergency drills

Mobility Disabilities Evacuation

Demonstrate to staff how to evacuate wheelchairs. Evaluate which methods will work best for your individual students. Devices can be used to assist multiple students if necessary.

Moderate/Severe Special Day Class (SDC) Evacuation

- Speak calmly

- Speak in short, clear phrases
- Extra practice helps students gain familiarity with the evacuation route
- Gain students' attention
- Communicate (verbal, visual, modeling) hazards as you guide
- Allow extra processing time for response
- Consider tactile strips along the evacuation route
- Account for unaccompanied students immediately in an emergency
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up
- Increased supervision if possible
- Check for injuries if appropriate
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device
- Ensure emergency supply bag is accessible and clearly marked (backpacks are recommended for carrying supplies to keep hands free)
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in bin

Earthquake

Does the student have a physical disability that makes getting under a desk difficult?

Lock/Cover/Hold on instead of Drop/Cover/Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels
- Cover head and eyes to best of ability
- Rescuers need to Drop, Cover, and Hold on, too

Transportation/Relocation

- Know what type and number of specialized buses you may need for transportation
- Talk with families about their plan to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer period of time.

Public Agency Use of School Buildings for Emergency Shelters

We offer our schools for public shelters in case of a natural disaster or pandemic event. We cooperate with the Placer, Nevada, and El Dorado County Emergency Response Team as well as the Town of Truckee Emergency Management Team and the Red Cross. If our buildings are used as shelters during the school day, non students are supervised to protect the safety of our students. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. (Ed code 32282 B (V ii))

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

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

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

On-Campus Suspension

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

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

Authority to Expel

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

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

See Administrative Regulations 5144.1 and 5144.2 for complete suspension and expulsion definitions and procedures.

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

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

Students

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent Chief Learning Officer or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent Chief Learning Officer or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Disciplinary Actions

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

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Superintendent Chief Learning Officer or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent Chief Learning Officer or Designee

11603 Donner Pass Road

Truckee, CA 96161

(530) 582-2500

(cf. 1312.3 - Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within one school day of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within one school day, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent Chief Learning Officer or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, any employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent Chief Learning Officer or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

(cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent Chief Learning Officer or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Confidentiality

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

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

Enforcement of District Policy

The Superintendent Chief Learning Officer or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees and employee organizations

Personnel

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent Chief Learning Officer or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent Chief Learning Officer or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent Chief Learning Officer, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent Chief Learning Officer or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent Chief Learning Officer or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent Chief Learning Officer or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

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

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent Chief Learning Officer or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent Chief Learning Officer or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

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

Truckee Elementary School

The safety of students and staff is a primary concern of Truckee Elementary. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

Visitor Protocols include signing in with a government issued identification card into our Raptor system, which includes COVID screening question. All visitors then wear a Raptor issued identification badge while on campus until the sign out of the system and exit the building. We also have all exterior doors locked after school begins at 9:05. Classrooms are also directed to have all classroom doors locked during school hours per ALICE protocols.

The School Site Safety Plan was most recently revised in December 2023 by the Safety Lead and administration. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers

Child abuse reporting procedures
School-wide dress code
Policies related to suspension/expulsion
Disaster procedures/routine and emergency drills
Safe ingress and egress of pupils, parents, and school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or ALICE drills are conducted on a monthly basis throughout the school year. This year, in accordance with Tahoe Truckee Unified School District, Truckee Elementary staff and students will be trained in ALICE response, which will include transitioning to drills that educate staff and students on how to appropriately respond to an armed intruder threat.

Truckee Elementary School continually strives to be a respected place of learning where all individuals feel safe, cared for, and connected.

Overall Goals and Objectives are listed in Goals 3 and 4 of the 2023-2024 School Plan.

Ingress/Egress Plan 2023-2024

Primary Location
(Day to Day Operations)

Secondary Location
(Emergency Plan)

Parent/Student

Drop off & pick up

Drop off and pick up will be in the lower loop lot (TK-5).

Depending on the type of emergency, pick up will be in the front parking lot or at the eastern lower bus loop.

Bus Drop off & pick up

Bus lanes in front of the school. The bus has access to bus lanes driveway from Donner Pass Road.

During an emergency, the Director of Transportation will determine to pick up and drop off procedures. Possible locations: front parking lot, east side of the school.

Public Entrance to School Site

Signs are posted at the entry requiring all persons to check in with front desk. East, West side and rear doors are locked during school hours.

During an emergency, parents will pick up students at a child reunion location, to be determined.

Student/Staff Evacuation

(by walking)

Evacuation of students and staff as directed on posted evacuation maps and classroom emergency clipboards.

Depending on the nature of the emergency, the safest location will be determined. Alternative locations: Factory Outlet parking lot, District Office, Truckee High School.

Student/Staff Evacuation

(by bus)

Student pick up and drop off is accessible at the front of the school in the parking lot and in the lower loop between Truckee Elementary and Truckee High School.

Depending on the nature of the emergency, the Director of Transportation will coordinate evacuation sites: Donner State Park, District Office. Extreme location: Fence to I-80 cut and students/staff could board buses in the freeway side area.

Street Access Points

Donner Pass Road

Evacuation Areas within walking distance

Truckee High School, Factory Outlet Parking Lot

Truckee High School, Factory Outlets, District Office

Special Needs Students

Bus transportation, students have their own equipment (e.g. strollers and wheelchairs)

Wagon available in classroom/back west door, wheelchair available in classroom/office, wagons available in back west door/staff room/office.

Code to gate, rally points, and reunification point are not included publicly for safety reasons.

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

Component:

Socio-emotional Wellbeing

Element:

Students will learn in an engaging and culturally responsive environment that is emotionally and physically safe.

Opportunity for Improvement:

Targeting at-risk individuals for "Mini Grit" program, Wellness Center at elementary level, additional counseling support

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|-------------|---|---|
| Caring Connections and Trusted Adult Protocols | Implemented with staff and students 3 x/ year | | DiPrinzio | 3 x/ year |
| Counselor 1.0 FTE; Wellness Coordinator 1.0 FTE | Whole class, small group, 1:1 counseling | | Mora and Blume | Bi-annual |
| Trauma Informed Training | PD | | DiPrinzio | Bi-monthly |
| PBIS | Ongoing PD and implementation of PBIS strategies school wide | | DiPrinzio and Galles | Behavior referrals, Cub Bucks, DESSA, Caring Connection, Student of the Month |
| Psychologists | Small group, 1:1, and IEP support | | McKurtis and Burley | Bi-annual |
| Coordinated Care Team | Meets weekly to support and strategize support for referred children | | DiPrinzio, Galles, Mora, McKurtis, Stahl, Blume | Behavior referrals, Cub Bucks, DESSA, weekly updates |
| Fifth Grade Leadership | Weekly mentorship and school wide planning | | DiPrinzio | |
| Recess Clubs | Weekly clubs for alternatives at recess | | Enrichment, Mora | |
| Social Emotional Learning (Second Step, Mindfulness, Community Circles) | Daily and weekly lessons school wide and within classrooms; counselor also supports SEL lessons as needed for specific issues and restorative practices | Second Step | Mora | Behavior referrals, Cub Bucks, DESSA |
| DESSA assessment tool for strengths based targeted support and SEL | Administered 3 x/ year | DESSA | DiPrinzio and Mora | 3 x/ year |

Component:

Physical Safety and Emergency Preparedness

Element:

Students will learn in an engaging and culturally responsive environment that is emotionally and physically safe.

Opportunity for Improvement:

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|------------|-------------------------------|---|
| ALICE Training | BOY and monthly Table Talks | | Sarah DiPrinzio | |
| Drills/Schedule | https://docs.google.com/document/d/1oy_6i8PsSvPJyJlkIJ2owuA1gMX1AqAzcbZ6m0Oro2M/edit?usp=sharing | | Sarah DiPrinzio | Monthly |
| Cleanliness Inspections | Head Custodian will perform daily inspections of the site to assess cleanliness and safety hazards | | Head Custodian | Head Custodian will report inspection status to Administration daily |
| Facilities Maintenance/ FIT inspections | The Maintenance department will conduct annual maintenance inspections of the campus using the Facilities Inspection Tool prescribed by the Office of Public School Construction. | FIT report | Pat McKechnie | The maintenance department will review the FIT report and schedule repairs as needed |
| Supervision | https://docs.google.com/document/d/11Cy3thUpF-Ka54qi3Xk9x6PxvdDfjRV4BOwF9eXYb9Y/edit?usp=sharing | | Sarah DiPrinzio | Ongoing |
| Snow Removal | The maintenance department will provide snow removal service for parking lots, fire lanes and black top areas during snow events. Site custodians will clear walkways and ingress/egress areas before school and during the school day. | | Pat McKechnie; Head Custodian | Administrators and Custodians will report snow removal progress to the Coordinator of Maintenance and the District Operations Supervisor. |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|-----------|--------------------------------|------------|
| Identification of Hazards | All site personnel are responsible for identifying building components in need of repair and safety hazards. Maintenance repairs not affecting the safety of students and staff should be report to the Maintenance Department through SchoolDude, the District's work order system. Any maintenance item or hazard that poses a threat to the safety of students and staff should be reported immediately to the Coordinator of Maintenance or Director of Facilities and Operations. The area of the hazard should be cordoned off to prevent injury. | | Pat McKechnie; Rob Koster | Ongoing |
| Monthly Maintenance and Custodial Check-Ins | The Coordinator of Maintenance will perform monthly check-ins with the Principal to discuss maintenance needs, work order progress, and site cleanliness. The District Operations Supervisor will perform quarterly custodial inspections. | | Joaquin Sanchez; Pat McKechnie | Monthly |
| Evacuation Maps/Rally Points | Map and rally points not published for security and safety reasons | | Sarah DiPrinzio | Ongoing |

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

Truckee Elementary Student Conduct Code

Conduct Code Procedures

STUDENT BEHAVIOR

“WE ARE SAFE, RESPONSIBLE, AND RESPECTFUL”

School Rules:

In combination with the focus on proactive positive behavior management, character development, and social-emotional support, the staff have established firm and consistent limits for students that we feel will both protect them and provide a school wide atmosphere that fosters learning. These rules apply to the classroom, playground, and the common areas, as well as on the way to and from school.

Be Safe

Be Responsible

Be Respectful

Be Kind (unofficial fourth rule)

Developmentally, elementary school-aged children require concrete and specific examples of what safe, responsible, and respectful behavior “looks” and “sounds” like. Please see the Truckee Elementary Safe, Responsible, and Respectful Behavior Matrix (in Appendix) that describes target behaviors in each “zone” at school.

Positive Behavior Reinforcement:

Our school plan includes teaching school rules and social emotional skills through programs such as classroom and schoolwide procedures and routines, Second Step, Cub Character Traits, and mindfulness resources; reinforcing appropriate student behavior; and using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

Every student, pre-school through fifth grade, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the implementation of consistent school-wide positive behavior support for every student in our school.

Students Who Follow the School Rules Will Earn

Learning, respect, and positive habits for success!

Verbal and/ or non-verbal positive reinforcement

Positive notes or phone calls home to family

Classroom rewards (such as Mystery Motivators)

Individual rewards (such as Cub Bucks)

School wide recognition and rewards (such as Principal Prides)

Link to School Wide Safe Responsible and Respectful Behavior Matrix by PBIS Zone:

<https://docs.google.com/document/d/1Qu7yXWR7npPoH1tCSbx9DI6wSq4F3KNP02NNOXgkail/edit>

Behavior Support and Discipline:

The discipline system at Truckee Elementary is a progressive system. We view discipline situations as learning opportunities to grow socially and emotionally in a safe environment. The purpose of the discipline system is three-fold:

- 1) Help students learn to make positive choices and practice positive problem-solving strategies.
- 2) Provide fair and consistent corrective action.
- 3) Repair relationships through restorative practices.

Problem Behaviors

Incidents of misconduct will result in corrective action. The corrective action will depend on the frequency, severity, and impact upon others and/or the learning environment. Corrective action may include:

Student conference

Parent contact

Parent conference

Behavior plan

Safety contract

Work duty

Problem solving

In-school suspension
Out of school suspension

Link to district discipline matrix: <https://www.ttusd.org/Page/1091>

(K) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

The Superintendent Chief Learning Officer or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

(cf. 1020 - Youth Services)

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

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6020 - Parent Involvement)

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

The Superintendent Chief Learning Officer or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131- Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.7 - Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent Chief Learning Officer or designee, and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

(J) Procedures to Prepare for Active Shooters

TTUSD believes that the preparation of staff and students for potential active shooters on campus is critical. TTUSD has adopted and implemented a comprehensive training program called ALICE. ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate. The ALICE training standard takes a departure from the traditional lockdown process that was in place in the District. ALICE embraces active decision making on the part of the staff and older students to address an armed intruder including an active shooter situation or threatening scenario. All students and staff are trained in ALICE protocols annually using age-appropriate materials. Each site also conducts regular training and drills throughout the school year.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent Chief Learning Officer or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent Chief Learning Officer or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to: Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent Chief Learning Officer or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent Chief Learning Officer or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent Chief Learning Officer or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent Chief Learning Officer or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent Chief Learning Officer or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent Chief Learning Officer, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent Chief Learning Officer or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

This information is provided in an internal TTUSD document. Please see Exhibit E in our internal Comprehensive School Safety Plan for our Naloxone Training, Administration, and Distribution Procedures.

Response Procedures for Dangerous, Violent, or Unlawful Activities

This information is provided in an internal TTUSD document. Please see Exhibit F in our internal Comprehensive School Safety Plan for our Threat Assessment Protocol.

Safety Plan Review, Evaluation and Amendment Procedures

School sites will review the Comprehensive School Safety Plan (CSSP) with School Site Council and staff annually and provide opportunity for input and feedback. The Principal will update the plan accordingly and provide copies to local police and fire departments for review. The final updated CSSP will be presented and approved by School Site Council at a public meeting by March 1 of the current school year. Agendas of the meeting will be posted in accordance with the Brown Act and notification of the CSSP review and approval will be sent to the Town Mayor or equivalent as well as representatives of TTEA and CSEA.

Safety Plan Appendices

Emergency Contact Numbers

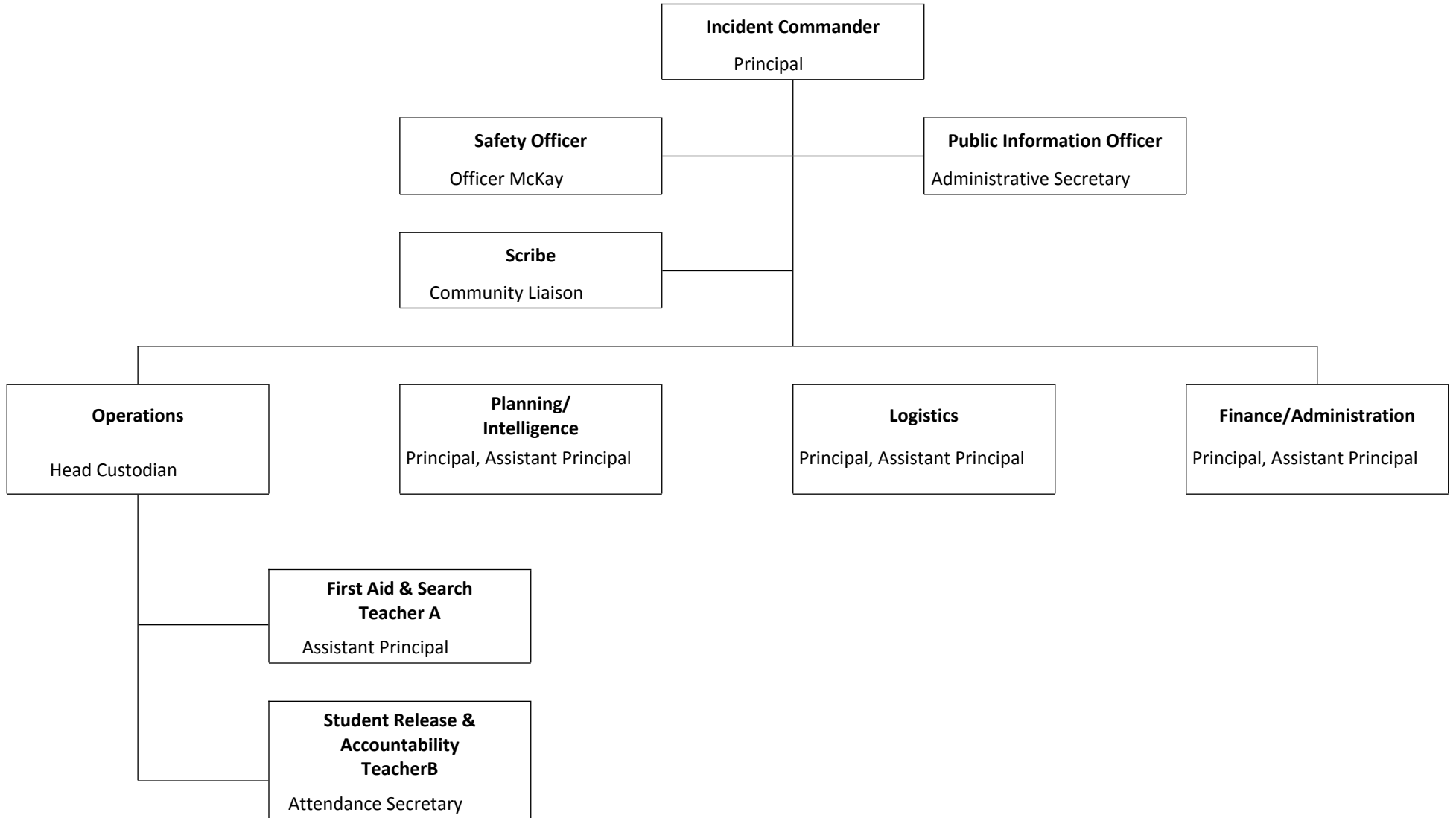
Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------------------|--|------------------|-------------------------|
| Public Utilities | Truckee Donner Public Utility District | (530) 587-3896 | Electricity/Water/Sewer |
| Public Utilities | Southwest Gas Corp. | 1 (877) 860-6020 | Gas |
| Public Utilities | Tahoe Truckee Sierra Disposal | (530) 583-7800 | Waste Management |
| Law Enforcement/Fire/Paramedic | Truckee Fire Protection District | (530) 582-7850 | |

Safety Plan Review, Evaluation and Amendment Procedures

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|---|--|--|
| Initial Review of the Comprehensive School Safety Plan with SSC and Staff | School Site Council February 6 8:30am | TES Leadership January 16, 2024 3:30pm |
| Updated Plan Sent to Local Police and Fire for Review | | Proof that plan was sent for review available at District Office |
| School Site Council Meeting to Review and Approve | | Agenda/Minutes available at District Office |
| Notification Sent to Town Mayor informing them of the public meeting to review and approve the Comprehensive School Safety Plan | | Notification available at District Office |

Truckee Elementary Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

District emergency protocol, contact local authorities, and begin emergency communication protocols as needed.

Animal Disturbance

Initiate ALICE Shelter in Place protocol.

Armed Assault on Campus

In the event of a violent intruder, the Tahoe Truckee Unified School District uses the ALICE method in place of traditional lockdown. Please read through the information listed below to be familiarized with the protocol.

A-Alert:

An alert can come from anywhere (P.A. system, students, teachers, disruptive actions, etc.). It is important to be aware at all times and react should any type of alert be given.

L- Lockdown:

Door is locked and shut. Lights are turned off. Door is barricaded with furniture or any other items that would effectively prevent a violent intruder from entering the room. Teachers and students should remain on their feet and away from any direct line of fire. At no times are individuals to crowd into a corner making themselves easy targets. Teachers and students should be prepared to use counter measures in the event of a worst case scenario.

I- Inform:

One should assume that no information will be available. However, use whatever methods are available to gain information about the event (email, internet, texting, P.A. system, phone calls, etc.). If you know the location of the intruder, use this to make a decision as to whether you should evacuate or barricade.

C-Counter:

Counter measures are used as a last resort when a violent intruder gains entrance to a room and there are no other means for escape. Counter measures consist of throwing any available objects at the head of the intruder. Also, a SWARM technique may be used where multiple people rush the individual to take them to the ground and hold them there until law enforcement arrives.

E - Evacuate:

Evacuating the building is the first option and should be used whenever it is available. Evacuating to a relocation site is ideal, but leaving the building and surrounding area should be the primary concern. If evacuating isn't possible - due to the close proximity of the intruder -then locking down while barricading is the next step. Look for exits in the classroom as well, such as, other doors, windows, etc.

Active Intruder/ Armed Intruder Response Clipboard Page: Evacuate, Barricade, Counter

HOW TO RESPOND WHEN AN ACTIVE INTRUDER IS IN YOUR VICINITY:

Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of employees and managers during an active intruder situation.

1. EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the armed intruder may be
- Keep your hands visible and free of objects (if possible)
- Follow the instructions of any police officers
- Do not attempt to remove wounded people
- Call 911 when safe to do so

2. BARRICADE

If evacuation is not possible, find a place to hide/ barricade where the active intruder is less likely to find you. The purpose of barricade is to deter or delay intruder's entry.

- Be out of the armed intruder's view
- Provide protection if shots are fired in your direction (i.e. closed and locked door)

- Do not trap or restrict your options for movement
- Lock the door
- Barricade the door with heavy furniture and/ or any materials available to keep door from being opened (i.e. tie door, use cables to restrict door hardware, jam door with doorstop)
- Silence cell phones
- Turn off any sources of noise
- Hide behind large items
- Remain quiet
- Dial 911, if possible, to alert police of intruder's location (If you cannot speak, leave 911 line open so dispatcher can listen)
- Prepare for counter

3. COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/ or incapacitate intruder. If you are not able to evacuate, barricade, or if ambushed/ there is no opportunity to respond:

- Act as aggressively as possible against him/ her
- Throw items at intruder (improvise weapons)
- Yell
- Swarm intruder (concentrate on where the weapon is)
- Commit to your actions
- Do not engage in "fight" (distract, incapacitate, and evacuate as soon as possible)

In such an event, school and district would use our Blackboard Connect platform to notify families of reunification point and any communication/ updates (including communicating that families should not report to the school in an emergency situation such as this). This communication would be separate from any notifications from local law enforcement agencies (i.e. Nixel, Code Red, etc.)

Biological or Chemical Release

Shelter-in-Place Community HazMat Incident

A community biohazard incident may pose an imminent danger to students/staff: If you are in the classroom

- Most likely, there will be an intercom all-call ordering an immediate shelter-in-place.
- All staff are to immediately close their doors and windows if HazMat is involved.
- Complete the Accountability procedure using the Wing leader Process.
- Students/staff are to remain in a safely closed area, until given the "all clear" signal. Please keep students calm and do not allow any student to leave your area for any reason.
- Do not call the office for updates as to what is happening. Information will be shared as it is available
- Maintenance / custodial staff are to close off all ventilation within the building.

If you are not in a classroom

- Go to your classroom or a nearby area for safety, taking students with you, securing windows and ventilation.
- Students/staff are to remain in a safely closed area, until given the "all clear" signal. Complete the Accountability procedure using the Wing leader Process.
- Please keep students calm and do not allow any student to leave your area for any reason.
- Do not call the office for updates as to what is happening. Information will be shared as it is available.

Wait for further instructions.

Shelter-in-Place On Campus HazMat Incident

On-site IC/administrators will determine whether sheltering should take place in classrooms or predetermined shelters within the confines of the buildings.

OR

A teacher/ staff person may initiate the process.

If a letter or item is received that contains powder or a written threat:

- Do not shake or empty the envelope.

- Isolate the specific area of the workplace so that no one disturbs the item. Close all windows and doors. Do not allow anyone in or out of the area.
- Call the office for help. State the problem and ask for a staff member to come to help with the students.
- The office MUST notify Custodial Personnel to close/turn off all air moving systems within the building.
- Call 911 and tell them what you received, and what you have done with it. Indicate whether the envelope contains any visible powder or if powder was released.
- Move all students/staff to another room, away from the object.
- When help arrives, make sure an accurate list of all persons in the room is available.
- When emergency responders arrive, they will provide further instructions.
- Complete the Student/ Adult Accountability procedure using the Wing Leader Process.

Important:

- Do not panic.
- Do not walk around with the letter or item.
- Do not shake it.
- Do not merely discard the item.

Bomb Threat/ Threat Of violence

Bomb Threat

NOTE: Sophisticated bombs can be activated by radio signals and electronic devices -limit student use of cellular phones. Pass information and instructions to teachers by messenger.

Phone Call Recipient

- Keep caller on the phone as long as possible and don't hang up.
- If student is answering the phone, have an adult take the call.
- Signal someone to alert the Principal's office/IC.
- Write down everything the caller says.
- Gather as much information as possible about the caller (sex, age,, ethnicity, accent.)
- Notice any background noises.

Principal's Office/IC

- Talk to the recipient of the call and make an assessment.
- Decide whether or not to evacuate the building.
- Call 911.
- Call the District Office. They will ensure that the necessary Administrators and Board Members are notified.
- If evacuation is necessary, refer to evacuation procedures.
- If a shelter-in-place is necessary, refer to shelter in-place procedures.
- Under no circumstances are employees to touch a suspicious item.

AR 3516.2 - Bomb Threats

To maintain a safe and secure environment for district students and staff, the Superintendent Chief Learning Officer or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent Chief Learning Officer or designee noting of the time threat was made. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.

2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent Chief Learning Officer or designee.

3. The Superintendent Chief Learning Officer or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.1 - Fire Drills and Fires)

4. The Superintendent Chief Learning Officer or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

(cf. 3515.3 - District Police/Security Department)

No one shall reenter the threatened building(s) until the Superintendent Chief Learning Officer or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

(cf. 3516.5 - Emergency Schedules)

To the extent possible, the Superintendent Chief Learning Officer or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

(cf. 1112 - Media Relations)

Following the incident, the Superintendent Chief Learning Officer or designee shall provide crisis counseling for students and/or staff as needed.

(cf. 6164.2 - Guidance/Counseling Services)

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Bus Disaster

AR 3543 - Transportation Safety and Emergencies

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 and Government Code 17581.5 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under those sections. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Safety Equipment

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. (Education Code 39838; 13 CCR 1242)

The Superintendent Chief Learning Officer or designee shall ensure that any school bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus:

(Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver and is manufactured on or after July 1, 2005
2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or designed for carrying 20 or fewer passengers and the driver and having a manufacturer's vehicle weight rating of 10,000 pounds or less, and is manufactured on or after July 1, 2004

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (cf. 3516 - Emergencies and Disaster Preparedness Plan)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6) (cf. 3516.5 - Emergency Schedules)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions: (Vehicle Code 23123, 23125)

1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands-free listening and talking, provided it is used in that manner while driving
2. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity
3. In the case of a school bus driver, for work-related purposes

(cf. 3513.1 - Cellular Phone Reimbursement)

(cf. 4040 - Employee Use of Technology)

A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)

The Superintendent Chief Learning Officer or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The Superintendent Chief Learning Officer or designee may place a notice at bus entrances that warns against unauthorized entry.

The driver or another school official may order any person to disembark if that person enters a bus without prior authorization.

(Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent Chief Learning Officer or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include all of the following: (Education Code 39831.3)

1. Procedures for determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Procedures for boarding and exiting a school bus at a school or other trip destination

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)

Notifications

The Superintendent Chief Learning Officer or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
 2. General rules of conduct at school bus loading zones
 3. Red light crossing instructions
 4. A description of the school bus danger zone
 5. Instructions for safety while walking to and from school bus stops
- (cf. 5145.6 - Parental Notifications)

Student Instruction

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)

The Superintendent Chief Learning Officer or designee shall ensure that instruction is provided to students as follows:

1. The Superintendent Chief Learning Officer or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)
 2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
 - a. Proper loading and unloading procedures, including escorting by the driver
 - b. How to safely cross the street, highway, or private road
 - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
 - d. Proper passenger conduct
- (cf. 5131.1 - Bus Conduct)
- e. Bus evacuation procedures
 - f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Each time the above instruction is given, the following information shall be documented: (Education Code 39831.5)

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the California Highway Patrol. (Education Code 39831.5)

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)

- a. Location of emergency exits
- b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Disorderly Conduct

BP 3515.2 - Disruptions

The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The Superintendent Chief Learning Officer or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal operations at a school campus or any other district facility, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4158/4258/4358 - Employee Security)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131.4 - Student Disturbances)

The Superintendent Chief Learning Officer or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent Chief Learning Officer or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent Chief Learning Officer or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

AR 3515.2 - Disruptions

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds or school activity if:

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7)

2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)

3. The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)

4. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the principal or designee to be on school grounds. (Penal Code 626.81)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.5 - Sex Offender Notification)

5. The person is a specified drug offender, as defined in Penal Code 626.85, and does not have written permission from the principal or designee to be on school grounds. However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)

6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school. (Penal Code 626.8)

7. The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)

(cf. 1240 - Volunteer Assistance)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 6145.2 - Athletic Competition)

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she: (Education Code 32211; Penal Code 626.7, 626.8, 636.85)

1. Fails to leave or remains after being directed to leave
2. Returns to the campus without following the school's posted registration requirements
3. Returns within seven days after being directed to leave

(cf. 0450 - Comprehensive Safety Plan)

Whenever an individual is causing or threatening to cause a disruption at any district facility other than a school campus, the Superintendent or designee may direct that individual to leave the facility consistent with this regulation and the accompanying Board policy.

Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent Chief Learning Officer or designee.

This appeal shall be made no later than the second school day after the person has departed from the school building or grounds.

After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent Chief Learning Officer or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding.

(Education Code 32211)

The decision of the Superintendent Chief Learning Officer or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent Chief Learning Officer or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

In any circumstance where a person has been directed to leave a school building or ground where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal.

(Education Code 32211)

BP5131.4 - Student Disturbances

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent Chief Learning Officer or designee may request law enforcement assistance.

The Superintendent Chief Learning Officer or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent Chief Learning Officer or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5131.5 - Vandalism and Graffiti)

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

(cf. 4131 - Staff Development)

(cf. 5136 - Gangs)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.9 - Hate-Motivated Behavior)

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.

(cf. 3515 - Campus Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

AR5131.4 - Student Disturbances

Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight

(cf. 3515 - Campus Security)

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

(cf. 5145.2 - Freedom of Speech/Expression)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
- b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
- c. Interfering with or unauthorized use of the district's computer system

(cf. 6163.4 - Student Use of Technology)

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel

4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity

Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Extension of Class Period and/or Dismissal of School

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

The principal may also request that the Superintendent Chief Learning Officer dismiss school in accordance with the school disturbance response plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Earthquake

AR 3516.3 - Earthquake Emergency Procedure System

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent Chief Learning Officer or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent Chief Learning Officer or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent Chief Learning Officer or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent Chief Learning Officer or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent Chief Learning Officer or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent Chief Learning Officer or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent Chief Learning Officer or designee and request further instructions after assessing the earthquake damage.

8. The Superintendent Chief Learning Officer or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Explosion or Risk Of Explosion

Contact emergency agencies

Fire in Surrounding Area

Wildfire Safety Plan

Introduction

The Tahoe Truckee Unified School District is dedicated to safeguarding the well-being of our students, staff, and school buildings in the face of the significant wildfire risk in our community. Our comprehensive Wildfire Safety Plan focuses on proactive measures, including annual site assessments and recommendations for defensible space maintenance, debris removal, tree management, and building hardening. We closely monitor wildfires both within and outside our district boundaries, communicate with local emergency services, and follow protocols for sheltering in place or evacuating students and staff when necessary. Our goal is to ensure a secure learning environment and effectively respond to potential wildfire threats.

I. Preventative Measures

A. Tahoe Truckee Unified School District (District) recognizes the high risk of wildfire events within our community and the importance of being proactive in protecting our students, staff and buildings. The District will meet annually with local Fire Districts to perform individual site assessments at every school site to determine potential wildfire risks. These site assessments may include recommendations for:

1. Defensible Space maintenance and expansion. Defensible space is the buffer between your structure and the surrounding area. Adequate defensible space acts as a barrier to slow or halt the progress of fire that would otherwise engulf your property. It also helps ensure the safety of firefighters defending your property.
2. Removal of debris from roofs and gutters.
3. Tree Removal.
4. Tree limbing.
5. Building hardening.

II. Wildfire Outside the District Boundaries

A. As we have learned over the last several years, a wildfire outside of the Tahoe Truckee area can still have large impacts on our community. A wildfire can quickly change in intensity and direction due to weather, the amount of combustible materials and lack of wildfire fighting resources. It can also impact the air quality of distant communities. Administration will continually monitor the progress of the fire and the impacts on the District. The District will:

1. Monitor the proximity, direction, and containment of the wildfire.
2. Monitor the Air Quality and follow our Air Quality Matrix.
3. Communicate regularly with local fire agencies, law enforcement, and Emergency Services personnel to be apprised of the current status and any potential risks.
4. Monitor weather and smoke forecast in collaboration with local Air Quality Control Districts.

III. Wildfire Near or Approaching District Boundaries

A. In the event of a wildfire near or approaching the District Boundaries, District Administration will coordinate with local Emergency Services Personnel to assess the threat and risks to our community. This will include assessment of the proximity, direction and containment of the wildfire, air quality, and potential of evacuation orders.

1. If this occurs during non-school hours, the District may close schools until further notice depending on information and recommendations from local Emergency Services.
2. If this occurs during school hours students and staff will shelter in place.
 - a) Staff will coordinate with local Emergency Services to determine best plan of action.
 - b) If no threat, schools will remain in shelter in place status until further notice.
 - c) Site Personnel should turn down HVAC systems to prevent smoke from entering building. Turn on air purifiers.
 - d) If air quality is poor, move staff and students from portable classrooms into main building.

- e) Parents will be notified via BlackBoard Connect of the status of their child's school. It will be requested that parents do not arrive at the school until notified.
- f) Depending on the status of the wildfire, emergency operations, and roadway and traffic conditions, an early release may be considered.

IV. Wildfire Within District Boundaries

A. In the event a wildfire is within the District Boundaries, District Administration will coordinate with local Emergency Services Personnel to assess the threat and risks to our community and school buildings. This will include assessment of the proximity, direction and containment of the wildfire, air quality, and potential of evacuation orders.

1. If no immediate threat and this occurs during non-school hours, the District may close schools until further notice depending on information and recommendations from local Emergency Services.

2. If no immediate threat and during school hours please follow protocol III.A.2. Transportation department notified and at the ready.

3. If immediate threat to school building and during school hours:

a) Shelter in Place

b) Site personnel performs utility shutdown.

c) If students and staff are in portable classrooms, move them to main building.

d) Place wet rags/towels at the bottom of main doorway entrances.

e) Fire District notified to deploy engines/crews to school.

f) Transportation Department at the ready. District will coordinate with Emergency Services Personnel to determine if bus evacuation is necessary or practicable.

g) Parents will be notified via BlackBoard Connect of the status of their child's school. It will be requested that parents do not arrive at the school until notified.

4. Evacuation of the School

a) In most situations, sheltering in place in a school building is the safest course of action. However, circumstances can quickly change during a wildfire event. Possible evacuation methods are as follows:

(1) Bus evacuation and parent reunification offsite.

(a) This method will be evaluated based on

(i) Access- whether vehicles have access to main roadways and the school site.

(ii) Availability- of buses and drivers.

(iii) Safety- whether buses can safely transport students to a safe location.

(b) If a bus evacuation occurs, students may be re-located to the following locations:

(i) Another District school site or community location outside of the threat zone.

(ii) A safe location outside of the community such as Reno or Carson City.

(iii) Parents will be notified of the reunification location as soon as possible.

(2) Parent Reunification on site

(a) This option would be coordinated with Emergency Services personnel to ensure safety and alleviate roadway traffic and congestion. The District will notify parents of appropriate pickup times.

(i) Sites may assign incremental pick up times by alphabet or other method.

(ii) Remaining students transported by staff vehicles or bus to a safe location.

(3) Walking Evacuation

(a) A walking evacuation should occur only if fire has infiltrated the building or conditions exist that prevent staff and students from remaining inside the building. Site administrators should evaluate the local conditions and take the safest course of action. This may include following the

planned site evacuation protocol or finding a new assembly area with open space outside the direction of the fire.

Fire on School Grounds

AR 3516.1 - Fire Drills and Fires

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)

3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent Chief Learning Officer or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Loss or Failure Of Utilities

Utility: Major System Failure

Site Action

1) Power failure.

- Site Administrator notifies Maintenance and appropriate utility company.
- Students are to remain in class with their teacher and are to be under the supervision of the staff at all times. If you are in complete darkness, move students to a more lighted area within the building. Notify the office of your location when possible.
- Teachers are to turn off all appliances, computers, and other electrical equipment. Turn off electric motors. This will help us avoid damage from a power surge once power is resumed.
- Teachers without a class are to report to the School Office. They will assist as needed in classrooms and act as "runners."
- We will communicate with classes via "runners" and/ or bullhorns.
- If power is out for an extended period of time, we will attempt to maintain our regular class schedule (i.e. maintain starting and ending times for periods.) You will be notified of the specific schedule to be followed.
- Until told to do otherwise, students/staff are to remain in their classrooms. Please do not release students from class until instructed to do so.
- If school is to be dismissed early, you will be notified. (Because of the time required for transportation to activate the buses for the students, it may be several hours between when we lose power and the time school can be dismissed.)

2) Downed power lines or broken gas mains.

- Evacuate the area.
- Move upwind from leaks.
- Do not touch or move any power lines.
- Call Maintenance.

3) Main telephone failure.

- Use nearest operational phone (cell phone, pay phone, residence).
- Notify the District Office.

4) Water service disruption.

- Do not use toilets or other water facilities. Leave all sinks in the off position.
- Contact Maintenance.

District Action

- Dispatch appropriate Maintenance personnel to site.
- Establish emergency communications as necessary.

- Coordinate emergency response from Transportation, Food Services, etc.
- Coordinate with appropriate utility.

Psychological Trauma

Tips for the classroom

Classroom debriefing is a very successful form of crisis intervention in traumatic incidents. These activities provide a break from the normal classroom routine and give students a chance to begin to ventilate feelings and explore the implications and their reactions to the event in a safe, structured, supportive environment with trained, caring adults.

Keep in mind that every participant has the right to pass, interaction between members should be respectful, and most importantly, what is said is confidential unless the facilitators believe someone is in danger of hurting themselves or others.

All students, regardless of age, experience loss and grief when given a safe environment in which to express what they are experiencing. This can become a process of growth and healing. The following guidelines are meant to provide just such an environment.

- Do not deny any students their feelings. Give them permission to express what they are experiencing without shame.
- Do not judge one student's reaction by another's.
- Reassure them that anger, guilt, sadness, and tears are normal responses to loss.
- Tell them you are sorry about the loss.
- Encourage students to talk about their feelings, but respect the right not to talk if they choose not to. Suggest alternative means of expressing themselves such as drawing their feelings, writing a short story or poem, sculpting with clay, listening to music which seems to capture their feelings, etc.
- Assist students in understanding that to heal they will need time alone as well as time with their friends and family.
- Let them know that a person can be very sad even though they may not be crying.
- Help students to recognize their anger and to find non-hurtful, constructive ways of ventilating it.
- Encourage students to discuss their guilt feelings. Help them to determine if their guilt is justified or rational. Let them know they are only human and that we all continue to learn as we experience more of life.
- Charitable and other altruistic acts provide socially constructive means of mourning and can help to mitigate feelings of guilt. Be cautious of excessive memorials.
- Be aware of student's intellectual and emotional limitations and understand their development stage.
- Provide honest, clear and direct answers to questions about the death, the funeral, and other aspects of the loss.
- When you don't have an accurate answer to something, say so.
- When you sense a student or staff member needs individual help, notify your crisis response team.

What can we do as staff to comfort students and each other?

On-going Activities

With all groups, a variety of activities might be appropriate as the days go by. Classroom activities for students such as drawing, journal writing, play reenactment, creative writing or a similar event with different outcome or discussion groups are very helpful. Writing thank you notes to the emergency responders or getting involved in an activity to assist the parents/family of the victim(s) are all ways to continue the ventilating of feelings and help children recover from the trauma.

Providing separate Safe Rooms for children and staff to use as a resource when they are unable to cope and just need a place to take a time out is another activity. These rooms are to be supervised by the Incident Management Team or designee and should have writing and drawing supplies available as well as information on grief and trauma along with food and drink.

Staff meetings held either before school or after school for the next several days after the incident is important. It is here that staff can draw strength and support from one another, so they can continue to support students. Again, all staff need to be included, not just teachers.

Possible Grief Responses

Keep in mind that an individual's reaction to stress may present itself in a variety of ways. Look for the following in students and staff:

Physical Signs:

Hollowness in the stomach

Tightness in the chest

Tightness in the throat

Over-sensitivity to noise

Breathlessness, feeling short of breath

Weakness in the muscles

Dry mouth

Lack of energy

Emotional Signs:

Sadness

Anger

Helplessness

Guilt and self-reproach

Shock

Anxiety

Yearning

Emancipation

Loneliness

Relief

Numbness

Fatigue

Behavioral Signs:

Preoccupation

Sleep Disturbances

Absent-minded behavior

Appetite disturbance

Sighing

Crying

Restless over activity

Carrying objects that remind them of the victim

Hallucinations

Social withdrawal

Dreams of dying

Avoids or visits laces of reminders of the victim

Treasurers objects of the victim

Cognitions

Disbelief
Confusion

Suspected Contamination of Food or Water

AR 3514 - Environmental Safety

The quality and safety of the district's drinking water sources shall be regularly assessed and drinking fountains shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Whenever any contaminants in the drinking water are determined to be a concern, the Superintendent Chief Learning Officer or designee shall take reasonable steps to identify the source and mitigate the concern to ensure the availability of safe drinking water. As needed, the Superintendent Chief Learning Officer or designee shall provide alternative sources of drinking water, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent Chief Learning Officer or designee shall notify parents/guardians and take immediate steps to make inoperable any fountains or faucets where excess lead levels may exist. (Health and Safety Code 116277)

Tactical Responses to Criminal Incidents

Faculty Initial Actions and Response

"What to Do if You Discover an Incident"

Typically, incidents involving schools will come to the attention of a faculty or staff member by observation. The first faculty member discovering or receiving information about an incident will do the following:

1. Call the police or fire department immediately. The local emergency number is 911.
2. Activate the emergency system - Notify the site office/ initiate an all-call / notify the District Office, provide the following information;
 - Your name
 - Nature of incident
 - Location of incident
 - Severity of injuries or property damageTelephone number (as a call back)/ your location
3. Take action to protect students and adults. This might include:
 - Moving people away
 - Isolating and securing the area
 - Providing assistance as needed to students and personnel
 - Directing public safety responders to the scene

The district recognizes that catastrophic events can occur with little or no warning. The following information is to assist you should an incident occur.

Emergency Evacuation Map