

RAISIN CITY SCHOOL DISTRICT

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CIVIL DEFENSE, SITE DISASTER AND SAFETY SCHOOL PLAN

2024 – 2025



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LOCAL AND STATE EMERGENCY NUMBERS

Emergencies (Fire, Police, Medical, Ambulance).....911

California Highway Patrol (Station 435).....	705-2200
Caltrans.....	488-4067
Child Protective Services.....	600-8320
Community Regional Medical Center.....	459-6000
County of Fresno Public Health Dept.....	600-3200
Fresno County Fire Station 90.....	864-3211
Fresno County Office of Education.....	265-3000
P. G. & E..... ..	1-877-660-6789 1-800-743-5000
Public Works Department..... (Road signs and repairs)	559-600-4078
• Nights, Weekends & Holidays – call Sheriff’s Dept. or	444-2409 488-4082
Adventist Health Selma.....	891-1000
Sheriff’s Department.....	600-3111
U.S. Weather Conditions..... (San Joaquin Valley)	442-1212

Code Blue: Lockdown Emergency Procedures

A lockdown is called when there is **the existence of an immediate, serious threat** against students or faculty of a school. This may include the sighting of a **stranger in building, gunfire, law enforcement activity in vicinity, law enforcement helicopter circling overhead, someone with a weapon on campus, a threat made against students or staff members, or other imminently dangerous situations** that threaten the safety of students and staff.

In the event of a **CODE BLUE Lockdown: Notify the office and the OFFICE will call the Sheriff - (in that order)**

Announcement: You will be notified that we are going into lockdown by an intercom announcement. The Crisis Team will tell you which part of the campus to avoid in the initial announcement:

***“Attention students and staff.
We are currently ordering an
Emergency **CODE BLUE** crisis
Do not enter _____ part of the campus. I repeat.....”***

Crisis Intervention Team

The following individuals are assigned as part of the Crisis Intervention Team and are assigned to assist with the following areas during any emergency situation:

- Principal/Designee – Communications
- Preschool Teacher - Preschool
- Kindergarten Teacher – K classes Rooms 100 & 101
- Fourth Grade Teacher – Inner wing which includes: Rooms 200, 201, 202, 203, 204 & 205
- Counselor – 300, 301, 302, 303, & 304
- Eighth Grade Teacher - North end of campus Rooms 400, 401, 402, 500, 501, 502, & 503

Make sure you have your keys at all times

While Outside the classroom or office

- Teachers who have students out on the field gather all students. An administrator will advise students and staff of lockdown and will be instructed of the appropriate procedures to follow.

- Immediately return students to the nearest open door. The campus should be cleared within one minute. Teachers should quickly check halls and get students into classrooms, even if they aren't in your class. Examples of secure buildings on our campus: **Classrooms or Cafeteria.**
- Once inside, follow instructions "While Inside classroom or office."
- When you hear the lockdown announcement, please do not call the office for information. **Do not allow students to use telephones or cell phones.**

While Inside the classroom or office

- Remain in the classroom or office.
- Reassure students. You set the tone for those in the room.
- Secure your classroom (lock all doors, close window blinds, turn off lights, and keep students away from doors and windows). Cover all exposed windows.
- Have students assume the "Duck and Cover" position and stay out of sight.
- Account for all students present. Make a list of students and staff present in your classroom or office. Keep student roll information with you at all times using a manual roll sheet or use the form on the back of the Emergency Procedures flip chart.
- **Do not** turn on TV's.
- Render first aid as needed and care for emotionally, medically fragile students.
- Stay calm; students will mirror your attitude/actions.

After securing room:

- **Place a GREEN card underneath your door if the room is safe.**
- **Place a RED card underneath your door if something is wrong.**
- When security sweeps the building, they will notice the red card and contact (enter and/or call) your room to inquire. If no card is placed outside the room, security will assume the room is not safe and proceed to enter.

During lockdown, no one should be in the halls except Administrators and Law Enforcement.

- Staff without students, who are not in their room, should report to the nearest classroom.
- Staff on hand, should remain in their room and follow the above procedures.
- Administrators or their designee will sweep for loose students.
- Administration will determine the need to notify law enforcement of any emergency situation.
- The lockdown is maintained until an "all clear" code is called.
- Children who were the target of the intruder or were frightened by the lockdown are referred to the site psychologist, or appropriate community resource, for support.
- An email explanation will be sent to teachers as soon as possible.

Parent Notification: Parents will be notified of situation and procedures for parent access to students.

Code Green: Evacuation

IMMEDIATELY EVACUATE BUILDINGS AND PROCEED TO DESIGNATED SAFE AREAS

An evacuation is called when a serious threat exists to students if they remain inside school buildings. Evacuations typically occur in the event of a fire, **following an earthquake or other natural disaster, a bomb threat**, or when it is deemed **unsafe** for students and employees **to occupy a building**.

Alarm: In the event of a fire, the fire alarm will sound. In the event of any other evacuation, except a bomb threat, the school bell will ring continually, interspersed with “all-call” announcement: “Evacuate Facility.”

Bomb Threat Alarm: No alarm will sound. Listen for an “all-call” announcement and/or read email with specific instructions to evacuate.

- Team will clear hallways, library, multipurpose room, bathrooms and other non-classroom facilities.

While Outside the classroom or office

- If time permits, be sure to take accurate roll using manual form after calmly and quietly escort students to designated assembly areas away from the crisis: Behind the playground area to the south fence.
- When leaving, doors should be closed but left unlocked to allow emergency crews access.
- Take manual roll sheet and Emergency Procedures guide with you when evacuating classroom.
- Have a student runner take roll sheet to designated secretary or Principal/Superintendent as soon as possible.
- Do not allow students to leave or to make phone calls.
- Wait for further instruction.

Responsibility of Staff Near the Aftermath of an Actual Disaster

- Check immediate area for injured students and staff.
- Notify the office of injuries and potentially hazardous structural damage in your area.
- Stay aware of surroundings: broken glass, chemical spills, structural damage, and gas leaks.
- Evacuate students.
- Once in a safe area, follow “While Inside classroom or office” instructions, beginning with the fifth bullet.

Responsibility of Staff Member Receiving a Bomb Threat

- Note time the call is received and when the call terminates.
- Ask exactly where the bomb is located.
- Ask what the bomb is made of and what type of detonation device is used.
- Ask when the bomb is due to explode.
- Ask who is calling.
- Determine if the caller is male or female.
- Listen for distinctive accents, background noise, or other sounds that might provide information to the identity of who is calling.
- Write down everything that is said by the caller.
- Notify site administrator immediately.

Code Yellow: Facility Alert

STAY AT CURRENT LOCATION UNTIL INSTRUCTIONS ARE GIVEN.

A facility alert is called when police or other law enforcement agencies have notified administrators that a potentially hazardous situation may reach a district facility. A facility alert is similar to a temporary lockdown; however, in this situation employees must be prepared to evacuate a room when prompted to do so. Examples of Facility alert: ***earthquakes, tornados, gas leaks, plane crash, etc.***

Alarm

Continual ringing of school bell interspersed with all-call “Facility Alert” announcement.

While Outside the classroom or office

- Stay at your current location until instructions are given.
- All faculty members assist with moving students away from specified areas.

While Inside the classroom or office

- Inform students that you are under a “Facility Alert” and that you will remain inside until notified differently.
- Continue normal classroom or office routine. Unless otherwise notified, no outdoor activities should take place. Restroom use will be determined by the type of Facility Alert and will be supervised by an adult.
- Take roll. Notify school office of any missing students. Keep roll information with you at all times.
- Do not allow students to leave the classroom.
- Leave doors unlocked, unless otherwise instructed.

- Listen closely for “all-call” messages and check email frequently for additional directions from site administrators.
- Wait for further instruction.

Earthquakes:

*Drills are held once per trimester (minimum of three drills per year).

Preparations

- Practice, DROP, DUCK & COVER, and the HOLD ON drill.
- Make sure shelves are securely fastened to classroom or office walls.
- Place large or heavy objects on lower shelves.
- Store chemicals (science materials) and cleaning products in closed cabinets with latches.
- Minimize the number of breakable objects stored on shelves and counter tops.
- Inform students of the dangers associated with finding shelter near windows, mirrors, pictures and heavy bookcases not secured to the wall.
- Remind students of the danger of earthquake aftershocks which can occur hours, days, or even months after the earthquake. Although smaller than the main shock, aftershocks can cause additional damage and could bring weakened structures down.

During an Earthquake

- Take cover immediately and hang on.
- Instruct students to use their arms to protect their head, face and eyes.
- Follow appropriate bullets under “While Inside and Outside the classroom or office” under the **CODE YELLOW**: Facility Alert section.

After an Earthquake

- Follow procedures under **CODE GREEN**: Evacuation

Tornado:

Tornado Watch – a tornado watch is issued by the National Weather Service when tornadoes are possible in your area. Remain alert. This is the time to remind students where the safest places are on campus. If possible, listen to a radio or television for further developments.

Tornado Warning – A tornado warning is issued when a tornado has been sighted or indicated by weather radar.

Danger Signs

- An approaching cloud of debris can mark the location even if a funnel is not visible.
- Before a tornado hits, the wind may die down and the air may become very still.

- Tornadoes generally occur near the trailing edge of a thunderstorm.

During a Tornado - Indoors

- Move to the center of the room or interior part of the building.
- Avoid places with wide-open span roofs such as the cafeteria.
- Get away from windows.
- Get under a piece of sturdy furniture.
- Use arms to protect head and neck.

During a Tornado – Outdoors

- If possible, get inside a building.
- If there is no time to find shelter, lie in a ditch or low lying area or crouch down near a strong building.
- Use arms to protect head and neck.

After a Tornado

- Follow procedures under **CODE GREEN**: Evacuation

Thunderstorms/Lightning:

Severe Thunderstorm Watch – A severe thunderstorm watch is issued by the National Weather Service when the weather conditions are such that a severe thunderstorm (damaging winds <58 mph or hail > if an inch) is likely. Remain alert. This is the time to remind students where the safest places are on campus. If possible, listen to a radio or television for further developments.

Severe Thunderstorm Warning – A severe thunderstorm warning is issued when a severe thunderstorm has been sighted or indicated by weather radar. At this point, the danger is very serious and everyone should go to a safe place and wait for directions from administration.

Before Lightning Strikes

- Look for darkening skies, flashes of light, or increasing wind.
- If you can hear thunder, you are close enough to the storm to be struck by lightning.
- Go to a safe shelter immediately.
- Listen to a battery operated radio or television for the latest storm information.

When a Storm Approaches

- Find shelter in a classroom or building.
- Draw blinds or shades over windows. Stay away from window areas.
- Avoid using the telephone or any electrical device. If possible, unplug computers and other electronic equipment. Television sets are particularly dangerous at this time.

- You DO NOT increase your chances of being struck by lightning if you have electric lights on.

Protecting Yourself Outside

- Go to a low-lying, open place away from trees, poles, or metal objects.
- Squat low to the ground with your head between your knees. Place your hands on your knees.
- Do not lie flat on the ground. This will make you a larger target.

If Someone is Struck by Lightning

- People struck by lightning carry no electrical charge and can be handled safely.
- Call for medical assistance immediately.
- If breathing has stopped, a trained staff member should begin rescue breathing.
- If the heart has stopped, a trained staff member should begin CPR.

Pesticides or other Toxic Substances

- If the school administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the school administrator will initiate SHELTER-IN-PLACE unless the local authorities determine evacuation is necessary.
- Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and, turn off sources of ignition, such as pilot lights.
- Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g. auditorium, library, & cafeteria). Teachers should communicate their locations to the school administrator, using the PA system or other means without leaving the building.
- The school administrator or designee will call "911" and will provide the exact location and nature of emergency.
- The school administrator or designee will turn on a radio or television station to monitor information concerning the incident.
- The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the superintendent or designee. Administration will tell teachers where to relocate. Take roll call and report missing students not feeling well or have become ill.

Teach students proper Fire Drill Exit Procedures. Define expectations and practice frequently. When the alarm sounds, follow these guidelines:

Classrooms -

- a. Stop what you are doing and go quickly to your assigned area.
- b. The first student to the door will hold the door for the class to file out of the room.
- c. Students are to WALK and proceed in an orderly manner.
- d. There is to be no talking during a fire drill.
- e. Students shall conduct themselves properly. (No pushing, running, or screaming.)
- f. Each class is to remain in its assigned area until the “all clear” signal has been sounded to re-enter the buildings.
- g. Students are to return to class in a quiet orderly manner.
- h. The teacher is to be the last person out of the room after checking to make sure all students are out of the building.
- i. Each teacher will close all windows and doors.
- j. Take your fire drill class roster with you when you leave the room.
- k. After arriving at your designated area, take roll to make sure all students are accounted for.
- l. Food Service Director and custodian will check all the classrooms.

Office Staff -

The Secretary will get the emergency aid kit and remain by the back door to wait for a signal from the maintenance personnel to either call 911 or silence the alarm and sound the “all clear” signal. The designated office staff will check classroom evacuation procedures and help with any problems teachers might have. All other office staff is to close the windows and doors and evacuate the building escorting any students in the office to the area where classroom is assigned.

Maintenance Staff –

If an actual emergency exists, maintenance personnel will signal office person to call 911, shut down all utilities, check to see that all rooms have been evacuated. If no emergency exists, maintenance personnel will check the operation of the strobes, horns and simulate the shutdown of utilities.

Code Black: Rolling Black Out/Power Outage

REMAIN IN YOUR ROOM AND CONTINUE DUTIES AS ABLE

Code Black is declared when a district facility has lost power due to a rolling blackout or other energy emergency. Because our energy supplier has guaranteed that loss of power under these circumstances should last no more than one to two hours, district facilities **will remain in operation.**

Alarm: The Site Administrator or designee will make an announcement over the all-call system notifying students and staff that the school is experiencing a rolling blackout or loss of power.

Note: The all-call system has a two-hour battery back-up that allows for calls within the school, but not out-going calls.

While outside the classroom or office

- Proceed with your normal classroom/office schedule.
- Use whistle or bullhorn as needed to substitute for the ringing of school bells or to make announcements.

While inside the classroom or office

- Proceed with your normal classroom/office schedule
- If notified of an impending blackout, turn off computers, televisions and other electronic equipment. If time permits, close computer programs and applications before shutting off computers.
- Move students close to windows and doors if needed to provide additional light. If your classroom or office is windowless, move students to an alternate location. Approved alternate locations at our site include: Cafeteria or Library
- Dependent upon outside temperatures, open doors for cooling. If heat is excessive, take students outside to a shady area for a short period while continuing lessons.

Code Purple: OPIOID AND FENTANYL USE AND OVERDOSE
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RAISIN CITY SCHOOL DISTRICT PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Raisin City Elementary School primary goal in the fight against opioids and fentanyl use is prevention.

Raisin City Elementary School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.

- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Raisin City Elementary School uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion.

People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

EXTREME HEAT

Doing too much on a hot day, spending too much time in the sun or staying too long in an overheated place can cause heat-related illnesses. Know the symptoms of heat disorders and overexposure to the sun. Discuss the following condition with students and athletes:

Heat wave: A heat wave alert from the National Weather Service is a prolonged period of excessive heat and humidity.

Heat Index/Air Quality Index: The heat index is a number that tells you how hot it really feels when relative humidity is added to the actual air temperature. Raisin City administration refers to the website valleyair.org to determine whether the air quality is deemed unsafe to participate in outdoor activities. Outdoor activities may include: recess, physical education, or sport games. In the event that outdoor activities are cancelled, teachers will be notified via email or an “all-call” announcement. If lunch recess is cancelled, students will be on a “rainy day” schedule. When the air quality is above “150”, outdoor activities are postponed until the quality improves. ***An “Unhealthy” AQI is 151 – 200 category means that: “Everyone may begin to experience some adverse health effects, and members of the sensitive groups may experience more serious effects.” (559) 320-6000***

Heat Cramps:

Heat cramps are muscular pains and spasms from heavy exertion and are an early sign that the body is having trouble with heat. **Treatment is as follows:**

- Move student to cooler place.
- Have student lightly stretch the affected muscle.
- Have student sip $\frac{1}{2}$ glass of cool water every 15 minutes.
- Avoid liquids with caffeine as it can make the condition worse.

Heat Exhaustion:

This condition typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. **The warning signs are:**

- Cool, moist, pale flushed skin
- Headache, dizziness
- Heavy sweating
- Nausea, vomiting

Treatment for Heat Exhaustion is as follows:

- Move student to a cooler place.
- Remove or loosen tight clothing.
- Apply cool, wet cloths.
- Have student sip $\frac{1}{2}$ glass of cool water every 15 minutes.
- Avoid liquids with caffeine as it can make the condition worse.

Heat Stroke/Sun Stroke: Heat stroke is life threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result. **The warning signs are:**

- Hot, red skin
- Changes in consciousness
- Rapid, weak pulse
- Body temperature as high as 105°

Treatment for Heat Stroke is as follows:

- Call for medical assistance immediately.
- Move student to a cooler place.
- Immerse student in a cool bath or wrap with wet towels.
- Keep the student lying down and watch for signals of breathing problems.

If a Heat Wave is Predicted or Happening:

- Slow down and avoid strenuous activity.
- Stay indoors as much as possible.
- Wear lightweight, light-colored clothing.
- Drink plenty of water, even if you don't feel thirsty.

- Avoid drinks with caffeine.
- Eat small meals and eat more often.
- Use salt tablets only under the direction of a physician.

Notifying Teachers of Dangerous Students

Prior to the beginning of each school year, the administrator receives from the Reading Specialist a three-year report of all suspensions that occurred within the district. The student's name, most recent school, the offense, and date of the offense are listed on the report. The site administrator disseminates this information to teachers prior to the beginning of each school year pursuant to **Education Code §49079**.

Occasionally, a student will be detained through the Juvenile Court system for a criminal offense not associated with the school or the district. The Juvenile Court notifies the Superintendent of any students who are exiting the system and returning to Raisin City School District. The information is also provided on the three-year report or suspension.

For students coming into the district, the school attendance clerk will make every effort to expedite the process of obtaining cumulative records in order to verify previous disciplinary actions. If violent or dangerous behavior is suspected, the teacher or site administrator may call previous teachers and/or administrators to gather additional information about a student. Local law enforcement agencies may be enlisted to help research any prior criminal activity.

Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment will not be tolerated. Bullying occurs when a student is intimidated by verbal or physical conduct or actions. Intimidation refers to actions that may cause fear, humiliation or injury. Harassment is verbal or physical conduct directed at someone's personal characteristics. Victims should always tell the bully to stop.

Students engaging in bullying, intimidation, or harassment will be referred to the superintendent immediately. Depending on the seriousness of the offense, students may be suspended from school or recommended for expulsion from the district. At the minimum, a student who bullies, intimidates or harasses others will be subject to the following:

- **First Offense:** Parent contact and loss of recess and lunch detention for up to two days.
- **Second Offense:** Parent contact and loss of recess and lunch detention for up to five days.
- **Third Offense:** Intervention meeting with parents and student, behavior plan will be developed, and loss of recess and lunch detention for up to five days, and possible suspension.

- **Subsequent Offenses:** Suspension from one to five days.
- **Serious repeat offenders** will be recommended for expulsion from Raisin City School District.

Cyber-Safety and Cyber-Bullying

Any student who engages in any cyber bullying on or off-campus and its action results in the disruption of school activities is subject to disciplinary actions. Raisin City has initiated training in cyber-safety and cyber-bullying through an assembly on digital citizenship in compliance with local Board Policies, BP 5131 Conduct, BP 6163.4 Student Use of Technology, BP 5145.2 Freedom of Expression; State Law Ed Code §51871.5 Governing Technology Plans (resulting from AB 407); and, the Federal Law *Protecting Children in the 21st Century Act, 2008*.

Procedures for Reporting Hate Crimes

Students are instructed to report any verbal or physical abuse that originates from the dislike of another person, or group of people, based on race, ethnicity, religion, gender, or sexual preference.

Students will report any incidents of verbal or physical assaults to any school employee on campus. The school employee will immediately notify the superintendent, who will take appropriate action based upon investigation and evidence.

Punishment for hate crimes are covered on the existing Report of Suspension forms (Attachment A) under Education Code §48900, subsections (a-1), (a-2), (k), and (q).

Disaster Supply Kits

There are several basic items that should be considered for classroom or building disaster kits. Contents should be stored in a large, covered container that is easily assessable. A first aid kit is provided in every classroom and it should be noted that knowledge of its location and proper storage could be critical. First Aid kit is also located in the main office.

Disaster Kit Checklist

√ First Aid Kit (Office and provided every classroom)	√ Copy of the Safe School Plan (Every employee)
√ Water stored in plastic containers (Cafeteria)	√ 2-Way Radio (Office and Custodians)

√ Non-perishable packaged or canned food (Cafeteria)	√ Flashlight with fresh batteries (Custodians)
√ Whistle	√ Pair of work gloves (Custodians)
√ Blankets (Office)	√ Plastic sheeting (Custodians)

First Aid Kit Checklist

√ Sterile adhesive bandages in assorted sizes	√ Moistened towelettes
√ Latex gloves	√ Cleansing agent/soap
√ Sanitizer	

Access to School Grounds in the Event of a Disaster

In the event of a disaster or other emergencies affecting the public health and welfare public agencies such as the Red Cross will use Raisin City for mass care and welfare shelters. In such a situation, the Superintendent and the Business Manager will be the liaisons between the public agency, the district, and the school community. The Superintendent will utilize the automated call system to inform the school community of pertinent information.

Transportation

Most students at Raisin City ride the bus or are transported by their parents. Bus rules are provided to all students at the beginning of each school year by Southwest Transportation. Additionally, a safety orientation is given at the start of each field trip. Any violation of bus discipline will result in students being warned and a written notice being sent to parents by the Bus Driver and Southwest Transportation through Raisin City School District. The superintendent will be notified of the violation so that additional emphasis on bus safety can be given to the student. Continued violations could result in the student being suspended from the bus for various time periods. A bus evacuation drill is scheduled each year in the fall to provide students with a safety orientation as well as practice evacuating the bus.

Adult Staffing

The staff members at Raisin City include: 1 Principal, 1 Counselor, 15 full-time regular education classroom Teachers, 2 Sub Teachers, 1 Special Education Teacher, 1 Library Tech, 1 School Secretary, 1 Data Tech, 1 Food Service Director, 3 Food Service employees, 13 elementary Tutors, 1 Preschool Teacher, 2 full-time day Custodians and 1 evening Custodian.

School Schedule and Safe Practices

Primary and upper grade students have designated playground and activity areas as well as split lunch schedules. This separation of grades promotes safety

for younger students. Regular fire drills are scheduled and are monitored by the Principal. Playground supervision begins at 7:30 a.m. Students are not allowed on the school grounds before 7:30 a.m. Walkie-talkies are used for communication by yard duty supervisors, campus aides, custodians and office staff.

The Safe Classroom:

- Limit the number of items posted on windows.
- Keep aisles clear of student backpacks and bags for safe and speedy evacuations.
- Set the tone. Insist that students take disaster drills seriously.
- Put confidential student health information in an accessible area (for the teacher) for easy retrieval in an emergency.
- Post the classroom evacuation and emergency chart in a prominent area.
- Keep the extension phone number for the office close to the classroom phone.
- Keep clutter to a minimum.
- Familiarize yourself with the location of the nearest fire extinguisher and its proper use.
- Consider keeping a battery operated radio, flashlight, and whistle in your classroom or office.
- Set students with mobility impairment close to the exit.

