

Comprehensive School Safety Plan

2024-2025 School Year

School: Chualar Elementary School
CDS Code: 27 65995 6026082
District: Chualar Union School District
Address: 24285 Lincoln St.
Chualar, CA 93925

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

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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 the front office of Chualar Union Elementary School.

Safety Plan Vision

INTRODUCTION TO EMERGENCY MANAGEMENT

A. PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY

California Education Code Section 35295 requires public and private schools to develop school disaster plans so that students and staff will act instinctively and correctly when a disaster strikes. This School Emergency and Crisis Response Plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

Within this School Emergency and Crisis Plan are emergency preparedness and response instructions, guidelines, templates and forms to help protect the safety, security and well-being of students and school staff during many types of emergencies. This document has been developed as a comprehensive resource for Chualar Union Elementary School District to promote coordinated preparedness measures and assist them in standardizing response protocols to improve response to and recovery from an emergency or disaster affecting Chualar Union Elementary school District.

The health and welfare of students and school staff in crisis situations is dependent upon sound emergency preparedness. School personnel are obligated to prepare themselves to render competent service through all phases of an emergency including planning, training, drilling, response, recovery and evaluation, as may be required. The School Emergency and Crisis Response Plan describes actions and response protocols for crisis situations so Chualar School district can quickly and adequately restore the school community to a safe and orderly learning environment. This Basic Plan outlines Chualar Union Elementary School District approach to emergency management and operations. It has been developed to assist Chualar Union Elementary School District protect its students and staff during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for prevention, preparedness, response, and recovery.

B. FOUR PHASES OF EMERGENCY MANAGEMENT

This School Emergency and Crisis Plan Model School is presented in four main sections which conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools uses to describe planning for, responding to and recovering from emergencies: Mitigation/Prevention, Preparedness, Response and Recovery. Each of these topics is introduced briefly below and applied in detail in the respective sections of the plan.

- Section I – Mitigation/Prevention addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- Section II – Preparedness focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- Section III – Response presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- Section IV – Recovery focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

Each section contains information that outlines the basic components of these four critical areas. All four phases of emergency management should be planned for in advance in order to be most effective. The appendices contain supplemental emergency information including checklists, forms, sample letters and other supporting documentation. The action checklists and forms can be duplicated as templates or they can be incorporated directly into existing plans.

C. LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES: Emergencies are often described in terms of the following three levels:

- Level One (School Level) Emergency: A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide threat.
- Level Two (District Level) Emergency: A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require mutual aid assistance from the fire department, local police, etc. Examples: intruder, shooting on campus.
- Level Three (Community) Emergency: A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.

Components of the Comprehensive School Safety Plan (EC 32281)

Chualar Elementary School Safety Committee

Members: Ruben Pulido, Sandra Shreve, Martha Eva Contreras, Miriam Roque, Melissa Carruthers

Assessment of School Safety

"Hazardous Materials Inventory" by Keenan & Associates

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal. The purpose of these hazard assessments is to identify and report for correction of any existing conditions that pose a potential risk to the occupants of school buildings and to the facilities.

COMPOSITION OF THE HAZARD ASSESSMENT TEAM

The Hazard Assessment Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- Custodian/Maintenance Supervisor
- School Administrator
- Local Fire Official
- Teacher

Keenan Mandated Reporter Training

William Settlement Visit Instructional Materials and Facilities Inspection
September 3, 2024 - 8:00 a.m.

Fire Department - Alarm System Check / Observe Fire Drill
November 18, 2024 - 7:45 a.m. - 10:00 a.m.

Transportation - Bus Inspection by California Highway Patrol
January 8, 2025 - All buses passed inspection

Monthly Fire Drills and Special Fire Prevention and Preparedness Announcements

August 14, 2024

September 27, 2024

October 18, 2024

November 18, 2024

December 11, 2024

January 29 - TBA

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

- Positive Behavioral Interventions and Supports (PBIS) - assists in mitigating potential bullying scenarios, and encourages school wide behavioral expectations of respect, responsibility, and safety
- Monthly fire safety drills
- Yearly earthquake drills (including participation in the Great ShakeOut)
- Bicycle Safety presentation
- Local fire department presentation on fire safety at school and in the home
- Harmony at Home (counseling program and bully prevention program)
- Mandated trainings for all staff (Suspected Child Abuse Reporting training and Sexual Harassment Training)

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

As mandated reporters, it is each staff member’s responsibility to complete the reporting process if abuse is suspected. The administration is available to help with the process, but the staff member has the legal responsibility to ensure that the process is completed. CPS forms are available in the main office, business office, or with our counselor. Phone contact can be established by calling 755-4661 or (800) 606-6618. Reporting must be made within 24 hours of the observation of suspected abuse. Other resources on campus for this process include our school counselor, administration, and/or the students’ other teachers (if applicable). The student’s cumulative folder is available for review if needed. See the school secretary.

Child Abuse Prevention and Reporting –BP 5141.4

The Board of Trustees is committed to supporting the safety and well-being of District students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. Procedures for reporting child abuse shall be included in the District and/or school comprehensive safety plan. (Education Code 32282)

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 provide training regarding the reporting duties of mandated reporters.

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 as defined in Penal Code 11165.1
3. Neglect 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 resulting in a traumatic condition 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)

Mandated reporters include but are not limited to teachers; instructional aides; classified employees; certificated pupil personnel employees; administrative officers, administrators and employees of a licensed day care facility; and administrators, presenters or 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. (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 mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)
- Any person shall notify a peace officer if he/she 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, where the victim is a child under age 14. (Penal Code 152.3, 288)
- 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 practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department, sheriff's department or the county welfare department. (Penal Code 11166) When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Name of Appropriate Agency: Monterey County - Dept. of Social Services

Address: 713 La Guardia St. Salinas CA 93905

Phone Number: (831) 755-4661 or (800) 606-6618

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

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the above form from either the District or the appropriate agency.

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 information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

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)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee. The principal or designee 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. The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166) He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name. Reporting the information to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

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

Disaster Plan (See Appendix C-F)

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS

"ALL CLEAR"

Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.

"DROP/DUCK/COVER AND HOLD ON"

The action taken during an earthquake to protect students and staff from flying and falling debris.

"EVACUATION"

The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.

"LOCKDOWN"

Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff in jeopardy. Lockdown involves a "no one in, no one out" scenario

"SHELTER IN PLACE"

Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.

"STAND BY"

Notifies students and staff that further instructions will follow shortly.

SPECIALIZED EMERGENCY ACTIONS:

"OFF-SITE EVACUATION"

Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

"REVERSE EVACUATION"

Initiated if an incident occurs while students are outside and conditions are safer inside the building.

"TAKE COVER"

Instructs staff and students to move to and take refuge in the best-shielded areas within buildings.

"ALL CLEAR"

This is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. "ALL CLEAR" signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- DUCK, COVER and HOLD ON
- SHELTER IN PLACE
- EVACUATION and REVERSE EVACUATION
- STANDBY
- LOCKDOWN
- TAKE COVER

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."

2. Use messengers with oral or written word as an alternate means of staff notification.

3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the "ALL CLEAR" announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the "ALL CLEAR" announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate

EMERGENCY ACTION

"DUCK, COVER AND HOLD ON"

This is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: "Attention please. We are experiencing an earthquake. For your protection, follow DUCK, COVER AND HOLD ON procedures."

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and "DUCK, COVER and HOLD ON."
- Upon the command "DUCK, COVER AND HOLD ON", immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EVACUATION

This is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or threat of explosion

- Bomb threat
- Post earthquake
- Chemical accident

See next page for how to assist those with disabilities during an evacuation.

See also: OFF-SITE EVACUATION, which is implemented when it is not safe to remain on the school campus and REVERSE EVACUATION, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).

2. Provided time is available, make an announcement over the public address system:

Example: "Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan (see Section II – Preparedness).

4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce ALL CLEAR to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

**EMERGENCY ACTION -
LOCKDOWN**

It is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

Example: "Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY ACTION

SHELTER IN PLACE

It is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY ACTION - OFF-SITE EVACUATION

Is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. OFF-SITE EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or threat of explosion
- Bomb threat
- Post earthquake
- Chemical accident

OFF-SITE EVACUATION may require DIRECTED TRANSPORTATION.

See also EVACUATION and REVERSE EVACUATION, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).

2. Make an announcement over the public address system:

Example: "Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- Remain in place until further instructions are given.

EMERGENCY ACTION - REVERSE EVACUATION

Is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also EVACUATION and OFF-SITE EVACUATION, when it is unsafe to remain on campus.

ANNOUNCEMENT:

1. Make an announcement over the public address system or in person directly:

Example: "Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."

PRINCIPAL/SITE ADMINISTRATOR:

- Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce ALL CLEAR to resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- Remain in the classroom until further instructions are given.
- Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

Adaptations for Students with Disabilities

Individual Educational Plans (IEPs) and 504 Plans will be followed for students with disabilities.

Public Agency Use of School Buildings for Emergency Shelters

If a disaster occurs in Monterey County, our district will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Chualar Union Elementary School District will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. If school is not in session, our schools may be used by the American Red Cross to shelter community members. In some cases, there may be a need to open a small portion of the school to the American Red Cross to shelter community members while school is in session or while the school is sheltering students.

When an emergency situation occurs requiring students to stay overnight at school, Chualar Union Elementary School District plans to house, care for and supervise students until parents/guardians or pre-designated emergency contacts are able to pick up their children.

School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

(Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspendible and/or Expellable Acts

Education Code 48900

- A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- Engaged in an act of bullying.

For purposes of this subdivision, the following terms have the following meanings:

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.

A post on a social network Internet Web site, including, but not limited to:

- Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying.

For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). As used in this section, “school property” includes, but is not limited to, electronic files and databases. For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. Education Code 48915

(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife or other dangerous object of no reasonable use to the pupil.

Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

- The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

Robbery or extortion.

Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time. Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following: Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- Is not housed at the school site attended by the pupil at the time of suspension.

Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- 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 pupil causes a continuing danger to the physical safety of the pupil or others.
- The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

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

Procedures to Notify Teachers of Dangerous Pupils

As students enroll in the school, the school secretary contacts the previous schools to request cumulative records. When the cumulative record arrives at the school the principal reviews the file, and informs the receiving teacher/s in writing regarding any potentially dangerous student behaviors. For students who are already enrolled in the school that are suspended for a dangerous offense, the teacher of the student receives a copy of the suspension notice, and a copy is put in the cumulative file as well. At the beginning of each school year the school secretary notifies teachers, in writing, of any students in their grade level who have been previously suspended (within 3 years).

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Providing information to teacher for students engaged in acts described in 48900 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) For the 2023-2024 school year, the information provided shall be from the previous two school years. For the 2024-25 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(Amended by Stats 2000, Ch. 345, Sec. 2)

Reference:

Education Code 48900

Education Code 48900.2

Education Code 48900.3

Education Code 48900.4

Education Code 48900.7

Employee Security

AR 4258 4158,4358

Personnel

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

Employees shall promptly report any student attack, assault or threat against them to their principal or other immediate supervisor. The employee and the principal shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

The report also shall be forwarded immediately to the Superintendent or designee, who may act as liaison between the employee, the police, and the courts.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Information for Teachers

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Education Code 49079)

The above information shall be given to teachers in writing, and a copy shall be kept in the student's file.

(cf. 3514 - Safety)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

Sexual Harassment

AR 5145.7

Students

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 gender, in the educational setting, when: (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

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. 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, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects

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 (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 provided to employees and employee organizations Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

- a. The student who is complaining
- b. The person accused of harassment
- c. Anyone who witnessed the conduct complained of
- d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

- a. The Superintendent or designee
- b. The parent/guardian of the student who complained

- c. If the alleged harasser is a student, his/her parent/guardian
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - e. Child protective agencies responsible for investigating child abuse reports (cf. 5141.4 - Child Abuse Reporting Procedures)
 - f. Legal counsel for the district
4. When the student who complained and the alleged harasser so agree, the principal or designee 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.
 5. In reaching a decision about the complaint, the principal or designee 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
 6. To judge the severity of the harassment, the principal or designee 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 number of persons involved
 - d. The age and gender of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of harassment that were not related to gender
 7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
 8. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
 9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

Enforcement

The Superintendent 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.
2. Providing staff inservice and student instruction or counseling.
3. Notifying parents/guardians of the actions taken.
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

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

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

School-Wide Dress Code

The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board when dress is reasonable, appropriate, and consistent with the behavioral expectations and safety procedures at the school. Restrictions on student dress will be imposed when a student's clothing presents a health or safety hazard or a distraction that would interfere with the educational process.

The following guidelines govern student attire in the district: Clothing, especially T-shirts and jewelry, shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, violent (including images of weapons or blood), gang-affiliated, or sexually suggestive. Clothing which advocates racial, ethnic, or religious prejudice or the use of drugs and alcohol is also prohibited. Reasonable dress and grooming regulations may also be established by the site principal for extracurricular or other special school activities. The dress standards are shared with students and parents in each school site's Parent and Student Handbook.

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

Board Policy

Dress And Grooming

BP 5132

Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Comprehensive School Safety Plan 42 of 105 2/19/21

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

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

VISITOR SIGN-IN

A visitor-screening policy developed with signage to direct school visitors to the sign-in area.

- Post signs at key arrival points directing all visitors to the entry door.
- Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- Ask all visitors to sign-in and provide them with a visitor pass

- Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- Familiarize all teachers and staff with the visitor sign in expectation.
- Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- Evacuate students to designated area, with students grouped as determined by district or school site.
- Take roll by distributing pre-labeled nametags to each student.
- Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:

A = Absent

M = Medical; students taken to the First Aid station

U = Missing/Unaccounted

- Send undistributed nametags to the Student Request Table.
- Organize students. Monitor students' medical and emotional condition.
- Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- Take supplies to designated Request/Release Table locations.
- Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
- Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- Wear identifying vests or hats.
- Distribute clipboards with Student Request Forms to parents in line.
- Set out white board for special instructions and parent requests.
- Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- Set out traffic cones to cordon off parking for emergency vehicles.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report to Incident Command Post any crowd control issues in parking lot and on school grounds.

- For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- Provide information about student release procedures to parents.
- Maintain white board with special information.
- Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- Maintain order at Student Request Table; calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

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

Component:

Positive Behavioral Interventions and Supports (PBIS) - School Wide Discipline Plan

Element:

Tier 1 - school wide expectations, school money, positive rewards in the forms of monthly student store visits and monthly student fun events.

Opportunity for Improvement:

Integrate Tier 2 and 3 supports during the 2025-26 SY.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Develop school wide expectations	Chualar School adopted the following school wide behavioral expectations: Be Respectful, Responsible, and Safe - Completed	www.pbis.org	Sandra Shreve	PBIS Tier 1 components in place this year.
Create school money system for positive behavior rewards used by all staff	Chualar School uses "Charger Bucks" in denominations of \$1, \$5, \$10, and \$20	www.pbis.org	Sandra Shreve	Charger Bucks is widely popular with students, and all staff members are now comfortable with the system's integration.
Plan, organize, and deliver monthly fun student events recognizing students who have earned a "Membership Card" for \$100 Charger Bucks.	Created a Membership Card for each month, using different colors each month	Templates created by Sandra Shreve	Sandra Shreve	Membership Cards and monthly events are popular and desired by students who are working on positive behaviors aligned to respect, responsibility, and safety. They use Membership Cards as entry tickets to the monthly fun events, such as Bingo, Electronics Day, Favorite Boar Game Day, Movie Day, etc.
Development of a Student Store	Purchased student store items, developed a year-long calendar for monthly student store dates and times per grade levels	www.pbis.org, Dollar Tree, Geddes, Amazon	Sandra Shreve	Students enjoy using their Membership Cards to purchase prizes at the student store - store is stocked with age appropriate school materials and un items.
Partner with Harmony-at-Home organization for anti-bullying prevention program	An anti-bullying coach will make weekly visits on Tuesdays for classroom meetings regarding bully-prevention to all classes whose teachers sign them up	Harmony-at-Home	Sandra Shreve and Ruben Echevarria	Students and classrooms are benefitting from weekly support from Mr. Echevarria and the classroom meetings, additional supervision during recesses and lunch times, and individual and small group meetings for individuals experiencing bullying events and needing coaching support.

Component:

BUILDING AND CLASSROOM HAZARD HUNT

The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Checklist. The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- Classrooms
- Bathrooms
- Corridors
- Boiler Room
- Laboratory/Shop
- Kitchen/Cafeteria
- Offices
- Teacher’s Lounge
- Custodial Room
- Computer Lab
- Storage Room
- Parking Lot
- Yard (and Playground)
- Outside structures and Fencing
- Multipurpose Room
- Gymnasium

The hazards may include:

- Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- Proximity of high voltage power lines
- Proximity to earthquake fault lines
- Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- Likelihood of a wild land fire
- Likelihood of severe weather
- Hanging fixtures on ceilings, such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- Impediments to evacuation and transportation
- Inadequate storage of chemicals and labeling on containers.

Element:

Implement hazard hunt in the form of the Facility Inspection Tool (FIT) to identify and address areas of need in maintenance, operations, facilities, etc.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Chualar Elementary School Student Conduct Code

Civility

The District believes that every person deserves to be treated with dignity and respect in their interactions within our School Community. Civility an impact on effective operations and on the creation of a safe and positive school climate for everyone. While respecting every individual’s right to free speech, that right does not allow for disruption of school classes, activities, meetings, or other events. Students, staff, parents, guardians, and the community are expected to be polite, courteous, respectful, and behave reasonably at all school or district activities and events. Practices that promote civil behavior include, but are not limited to, actively listening, giving full attention, not interrupting, welcoming and encouraging participation by everyone. Civility is hindered by disruptive behavior or speech, violence or the threat of violence, or harassment or bullying of any kind; these behaviors are prohibited and are subject to discipline according to law and District policies. [EC 32210- 32212, 44050, 44807, 44810, 44811, 48900 et seq, 48950; CC 51.7, 1708.9; GC 54954.3, 54957.9; PC 415.5, 422.6, 627.4, 627.7] [Parent Responsibility Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents’ or guardians’ liability may be as much as \$25,000 in damages and another maximum of \$13,800 as adjusted annually by the California Department of Education for payment of a reward, if any. With a few exceptions, the school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child’s classroom. Civil penalties may also be enforced with fines up to \$25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5] Vandalism Graffiti and scratching glass or other material on someone else’ property is now considered vandalism and those convicted face fines, imprisonment and the requirement to clean up the damage or perform community service. Parents/ Guardians may be liable to pay fines as high as \$10,000 and be required to participate in the clean up. [PC 594]

[Drugs, Alcohol, and Tobacco Possession or use of illicit drugs (including cannabis), alcohol, or any tobacco product on District premises or at any District activity is strictly prohibited. A student in possession or under the influence of marijuana (cannabis), concentrated cannabis, or any synthetic cannabinoid is subject to suspension or expulsion. A student under 18 also faces up to forty (40) hours of community service, ten (10) hours of drug education, and sixty (60) hours of counseling; a student 18 or older can be imprisoned for up to six (6) months and/or be fined up to \$1,000. It is illegal for anyone under 21 to possess cannabis or synthetic cannabis. Possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or 30 hours of community service except for members of the military. Except for members of the military, possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or thirty (30) hours of community service. Possession of approved tobacco cessation aids is not prohibited. A “tobacco product” is any product made or derived from tobacco or nicotine that is intended for human consumption, including an electronic device that delivers nicotine (commonly known as “e-cigarettes” or “vaping”). [EC 48900, 48901; HSC 11357, 11357.5, 11361, 11362.1, 11362.3, 104495, 104559; PC 308; VC 13202.5; BPC 22950.5, 25608; 20 USC 812, 814]

[Explanation Of Key Terms

In-School Suspension (ISS) - A student may be assigned to In-School Suspension as a discipline measure in place of an Out-of-School Suspension. When a student is assigned ISS, the day is spent doing school work in isolation and may not have contact with other students. All regular school day privileges are

canceled. If a student does not abide by the ISS rules, they may have to repeat another day, or be given an Out-of- School Suspension. Students in ISS can't return to campus after school.

Out-Of-School Suspension- Students are subject to Out- of-School Suspension when they commit serious infractions. Suspension can be from one to five days depending on the severity of the offense. When a student is suspended from school, that student must remain away from the school campus and all school activities for the duration of the suspension. An Out-of-School Suspension places the responsibility of the consequence on parents for the duration of the suspension.

Community Service - If a student is given Community Service they are under the supervision of a certificated adult and are responsible for doing tasks that enhance or maintain the beauty of our school environment. Counseling is done during Community Service.

Behavior Hearing - When a student has committed a serious offense, or has exhausted our school's behavioral consequences, a School Behavior Hearing with the student's teacher(s) and parents will take place. This hearing is to determine whether expulsion is necessary or student needs to be placed on school probationary status. If a student has committed a serious offense or their behavior is considered potentially dangerous to the health, safety, and general well-being of the students and staff, expulsion may be recommended immediately. [BP 5145.7]

School District Expulsion - Expulsion means disenrolling a student from the school district for at least a semester, usually a school year.

[Grounds for Suspension or Expulsion - A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029. (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029. (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1). (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings: (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance. (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school. (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the

following: (i) A message, text, sound, video, or image (ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. (iii) (I) An act of cyber sexual bullying; (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet. (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

(s) A pupil shall not be suspended or expelled 40 for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school-sponsored activity. (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities. (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910] Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7] Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

[Mandatory Suspension / Expulsion

Education Code Section 48915(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for i) the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; ii) over-the-counter medication for medical purposes; or iii) medication prescribed for the pupil by a physician.
4. Robbery or extortion.

5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

[Student Search - The school principal or designee may search the person of a student, the student's property, vehicle, and District property under the student's control if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Searches may be announced or unannounced, and the District may use drug-sniffing dogs if available. Employees shall not conduct strip searches or body cavity searches of any student. [EC 48900-48927, 49050-49051, 49330-49334; PC 626.9, 626.10]

[Release of Student to Peace Officer - If a school official releases your child from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; PC 11165.6; WIC 305]

Conduct Code Procedures

School-Wide Discipline Cycle

This is the discipline cycle followed for minor infractions and violations.

1. Teacher Action

- Each teacher has posted rules and consequences, as well as posted procedures describing social & behavior expectations for students. A copy of rules and consequences are on file with administrators.
- Teachers in grades K-8 have a detailed plan for disciplinary action and assistance for helping students with academic difficulties.
- The last step in a teacher's discipline cycle is a referral to Principal Parent contact(s) must be included in the classroom discipline cycle prior to referral, except in cases of severe behavior issues.

2. Administrative Action

- Students in grades first through third may lose recess or other privileges, be sent to another classroom, or be suspended. Action will depend on severity as well as number of interventions attempted by referring person and principal prior to referral. Parent contact will be made on each referral.
- After repeated referrals, students will be referred to the student success team meeting, and parents are asked to attend.
- If behavior does not improve, suspension, expulsion or some other alternative educational program may be recommended through a Behavior Hearing.

3. In-School Suspension (ISS)

- ISS may be assigned from 1-5 days depending on accumulation of referrals and recurring incidents of similar behavior.
- Out-of-School Suspension may be given in place of ISS at any time.

4. Out-Of-School Suspension

- One to five days are given according to the severity of a student offense and number of referrals. [Referral Process
Student referral is completed and sent to office. (Referral is used only after other consequences have been applied and failed, unless it is one of the incidents in the school-wide unacceptable behaviors) Principal calls student in, evaluates referral and takes appropriate action. Incident is filed in behavior binder. Parent contact is made. They are informed of incident and action taken. If student is returned to class, he will be given a pass with the noted time of return. Principal will share with the teacher the action taken verbally and/or in writing through student referral form. Administrative action is recorded in required portion of the referral and copies are sent to parents, homeroom teacher and referring person. Copy of Student Discipline Referral is placed in teachers' behavior binders. If the student is sent to office in violation of a school-wide unacceptable behavior, the office will be called and notified immediately so principal or other designated administrator can deal with them as soon as possible.

(K) Hate Crime Reporting Procedures and Policies

Hate-Motivated Behavior

BP 5145.9

Students

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 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. 6141.94 - History-Social Science Instruction)

The Superintendent 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 Principal/Superintendent or designee, and/or law enforcement, as appropriate. (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)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS
Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

(J) Procedures to Prepare for Active Shooters

In the event of an active shooter on campus or within the school's vicinity, all students will be ushered into the nearest safe indoor place (classroom, administration building). All staff will immediately go to Lockdown procedures, locking all buildings, ensuring no students are in the restrooms, and all students are accounted for. Administration will announce on the campus intercom that an active shooter is on campus and to continue Lockdown procedures, with all windows and blinds closed, doors locked, students quiet and seated along walls and under windows, and barricading doorways if possible. The school office personnel will contact the police department while the Principal and teachers communicate via hand-held radios and cell texting to determine if all students are safe and accounted for. At an appropriate time, the Principal will notify parents via email and/or text, and using the all school communication platform (FinalSite) regarding the situation and parent safety procedures to follow if necessary.

Procedures to Prepare for Active Shooters

Staff and Administration have attended Active Shooter Training during the 2023-24 school year. In the event of imminent danger on campus, the school site should activate Lockdown procedures and go to into "options-based response" (run/hide/fight, escape/barricade/defend, etc.).

LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, bomb threats and hazardous material spills.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Procedures for Preventing Acts of Bullying and Cyber-bullying

The assistant principal will provide classroom lessons and professional development articles to all staff in the Weekly Staff Newsletter PBIS section each week. Teachers will have access to specifically designed lessons regarding online safety, respect, and anti-bullying in person and online. Students will not be allowed to have cell phones turned on while in class and during the instructional time of school from 8:00AM - 2:35PM. Students are expected to report any instances of bullying, including online bullying and harassment. Education Code 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(1) Caused, attempted to cause, or threatened to cause physical injury to another person. Committed an obscene act or engaged in habitual profanity or vulgarity. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
- Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying.

For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

As used in this section, "school property" includes, but is not limited to, electronic files and databases. For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Procedures to Prevent Acts of Bullying and Cyber-Bullying:

- Students will attend ONLY teacher-led and teacher present Google Meets during remote instruction.
- Teachers will discuss the harmful effects of bullying regularly and consistently while in class.
- Principal will provide learning opportunities and classroom lessons to teachers for whole class instruction on bullying behaviors and how to handle situations if bullied.
- PBIS Tier 2/3 CICO will be offered to any students who display physical or cyber-bullying behaviors.
- Parents will be encouraged to learn about acts of bullying and cyber-bullying via Parent Conferences with the Principal as needed.

RISK FOR HARM ASSESSMENT

Risk for Harm assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

- **Low/No Risk for Harm**

Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

- **Minor Risk for Harm**

A student has displayed minor early warning signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.). Responses may include (but are not limited to): review of school records, parent notification, psychological consult, security notification, administrative action.

- **Moderate Risk for Harm**

A student has displayed some early warning signs and may have existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

- **High Risk for Harm**

A student has displayed significant early warning signs, has significant existing risk factors and/or precipitating events and few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure student, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

- **Imminent Risk for Harm**

A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to): immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

PREVENTION PROGRAMS AND STRATEGIES

There is great variation in the types of violence prevention strategies and programs instituted at different schools.

- **SCHOOL-MANAGEMENT-BASED** - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.
- **EDUCATIONAL AND CURRICULUM-BASED** - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.

- ENVIRONMENTAL MODIFICATION - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs.

Among the many violence prevention strategies used are:

- Alternative programs or schools
- Closed campus for lunch
- Closed-circuit television
- Collaboration with other agencies
- Conflict resolution/peer mediation
- Dress code
- Drug-detecting dogs
- Establishing safe havens for students
- Expulsion
- Gun-free school zones
- Home-school linkages
- Law-related education programs
- Locker searches
- Mentoring programs
- Metal detectors
- Mediation training
- Multicultural sensitivity training Parent skill training
- School board policy
- Search and seizure
- Security personnel in schools
- Specialized curriculum
- Staff development
- Student conduct/discipline code
- Student photo identification system
- Support groups
- Suspension
- Telephones in classrooms
- Volunteer parent patrols
- Work opportunities

There is no one-size-fits-all solution. To reduce school violence schools must innovate, try multiple approaches, conduct proper evaluations and make the information available to parents to enhance both parental options and accountability.

Opioid Prevention and Life-Saving Response Procedures

Chualar School will be receiving Narcan and Narcan training during the 2024-25 school year from the Monterey County Office of Education.

Response Procedures for Dangerous, Violent, or Unlawful Activity

Mandatory Suspension / Expulsion

Education Code Section 48915(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.

3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for i) the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; ii) over-the-counter medication for medical purposes; or iii) medication prescribed for the pupil by a physician.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Instructional Continuity Plan

In the event of an emergency, the District is committed to providing instructional continuity to its students, whether in person, or online.

Safety Plan Review, Evaluation and Amendment Procedures

D. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

The School Emergency and Crisis Plan will be:

- DEVELOPED by a team of school administrators and staff, working with first responders in the local jurisdiction;
- INITIATED by the principal or designee when conditions exist which warrant its execution;
- IMPLEMENTED by all staff, who will remain at school in the capacity of “Disaster Service Workers” and perform those duties as assigned until released by the principal. See California Government Code §3100.
- REVIEWED at least annually.

Emergency and disaster functions are identified and pre-assigned before the beginning of the school year. The Emergency teams and contact information will be updated at least annually. New personnel will be assigned to vacated command staff positions. Procedures will be revised as needed. All emergency preparedness training and drills will be documented, and updates to the plan will be recorded.

The elements of emergency planning, preparedness and management are:

- Leadership: Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- Incident Command System: The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.
- School Emergency Management Plan: A modified version of this model plan should be tailored and fine-tuned to meet the unique needs to Chualar Union Elementary School District. The site-based plan includes team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response and Recovery.
- School Emergency Teams: Site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams develop the plan to meet individual school needs and implement the plan in the event of an emergency.
- Communication: Plans should have established lines of internal communication (within the school) and external communication (with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.
- Emergency Management Protocols: Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.
- School Emergency Actions: These are a set of clear directives that may be implemented across a number of emergency situations. These actions include Drop/Cover and Hold, Evacuation, Lockdown, Shelter in Place, Stand-by and All Clear, in addition to several specialized actions such as Offsite or Reverse Evacuation and Student Release.

- **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.

California Government Code §3100 declares that public employees are “Disaster Service Workers”, subject to activities as may be assigned to them by their superiors or by law. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made. The law has two ramifications:

a) Public school employees may be pressed into service as Disaster Service Workers and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours. Teachers and staff members may be required to remain at school and serve as Disaster Service Workers until they are released by the principal or superintendent.

b) In those cases, their Workers’ Compensation Coverage becomes the responsibility of state government (Office of Emergency Services). Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

Ideally, the school plan should include a rough prioritization of which teacher and staff members might be released first (such as those with small children at home). Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

- **Training:** Training is important on at least three levels:
 - General awareness training for all staff;
 - First Aid and CPR for all staff.
 - Team training to address specific emergency response or recovery activities, such as Student Release, Search and Rescue, Shelter Management.
- **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.
- **Personal Emergency Plans:** Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively

Safety Plan Appendices

Emergency Contact Numbers

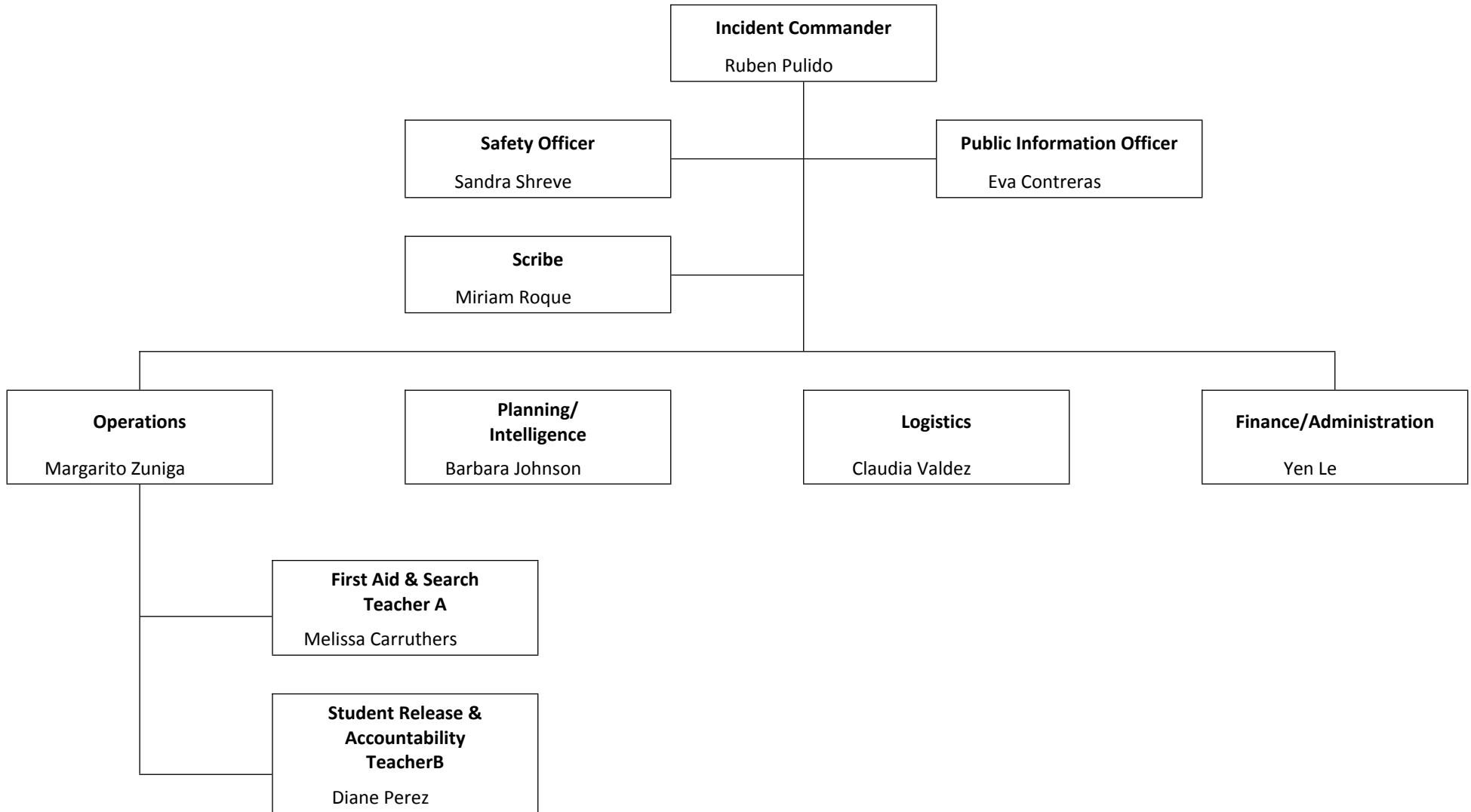
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Emergency Response	9-1-1	
Other	Poison Control	1(800)222-1222	
Public Utilities	PG&E	1(800)743-5002	
Public Utilities	California Water Company	1(831)757-3644	
City Services	Suicide Prevention - Central Coast	1(877)663-5433	
Law Enforcement/Fire/Paramedic	Monterey County Sheriff	1(831)755-0396	

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)
Safety Committee Meeting		
Present Safety Plan to Staff during Staff Meeting		
Present to the School Board of Trustees, Parents, and Public		
Submit final draft to Monterey County Office of Education by no later than March 1, 2025		

Chualar Elementary School 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: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.

Is the threat or hazard a Natural Hazard, Technological Hazard, Biological Hazard, or Adversarial, Incidental, and Human-caused Threat?

Examples of situations that could benefit from the activation of the ICS include:

- Fire
- Explosion
- Earthquake
- Flood
- Death of a student or staff member (especially suicide, and especially if on-campus)
- Violence or threat of violence
- Bus accident involving student injuries
- Large events hosted on campus (graduation, large concert, large sporting event, etc.)
- Intruder on Campus
- Active Shooter/Killer scenario

Step Two: Identify the Level of Emergency

Assess risk and prioritize threats and hazards. Evaluating risk entails understanding the probability that the specific threat or hazard will occur; the effects it will likely have, including the severity of the impact; the time the school will have to warn students and staff about the threat or hazard; and how long it will last.

Step Three: Determine the Immediate Response Action

Develop courses of action based on the following questions: What is the action needed to meet the level of threat or hazard? Who is responsible for the action? When does the action take place? How long does the action take and how much time is actually available? What has to happen before? What happens after? What resources are needed to perform the action? How will the action affect specific populations, such as individuals with disabilities and others with access and functional needs who may require medication, way-finding, evacuation assistance, or personal assistance services, or who may experience severe anxiety during traumatic events?

Emergency Actions are a set of simple directives and alert-level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement based on the situation. The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS

ALL CLEAR

Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.

DROP/DUCK/COVER AND HOLD ON

The action taken during an earthquake to protect students and staff from flying and falling debris.

EVACUATION

The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.

LOCKDOWN

Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff in jeopardy. Lockdown involves a “no one in, no one out” scenario

SHELTER IN PLACE

Will be implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants

STAND BY

Notifies students and staff that further instructions will follow shortly.

SPECIALIZED EMERGENCY ACTIONS

OFF-SITE EVACUATION

Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

REVERSE EVACUATION

Initiated if an incident occurs while students are outside and conditions are safer inside the building.

STUDENT RELEASE

Instruct staff to prepare for releasing students from school during the academic day.

TAKE COVER

Instructs staff and students to move to and take refuge in the best-shielded areas within buildings.

Step Four: Communicate the Appropriate Response Action

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school secretary, district employee, the 911 Dispatcher, local fire department, or police department, as appropriate.

Include community partners such as first responders (law enforcement officers, EMS practitioners, and fire department personnel) and local emergency management staff; communicate information in advance to avoid confusion and concern; be consistent with common emergency management terminology; include the school-wide PA system when appropriate, and use the school website, FinalSite all-text and email systems for communication with outside stakeholders such as parents and families when appropriate. When the school-wide PA system is not available or appropriate, administration will use the emergency responder phone tree to contact staff using personal cell phones or classroom phones if available and appropriate.

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (Chualar Union Elementary School District Officer). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation. If there are few or no decisions to make, there may be no need to activate the Emergency Operations Center (EOC). However, consider activating the Incident Command structure whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the Incident Command System (ICS) to manage the crisis. The ICS can also be used as a management tool to handle the planning of unusual or large events.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident, and your location, if different from the scene of the emergency:

Chualar Union Elementary School District

- 24285 LINCOLN STREET CHUALAR, CA 93925 PHONE: 831.679.2504 FAX: 831.679.2071

Though the technology exists, which presents address and phone number data immediately to the 911 Dispatcher, it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.
- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.
- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

CALLING 911 FROM A CELL PHONE

911 calls from cellular phones are answered by California Highway Patrol (CHP) personnel and routed to the proper agency. 911 personnel do not know the location from where you are calling. It is important to know your cell phone number and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations. Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she can't comprehend what is being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

Maintain communication among all relevant staff at officially designated locations.

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

SCHOOL STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR OR DESIGNEE ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

Animal Disturbance

ANIMAL DISTURBANCE

Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Lock Down or Evacuate Building.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside. If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to call 911. If the situation is not life threatening, you can call the following appropriate number:
Monterey County Animal Control (831) 769-8850
Monterey County Sheriff (831) 755-3700
4. If staff member or student is injured, School/District Nurse, District Office and parent is notified. Call 911 immediately.
5. School Administrator initiates Off-Site Evacuation if warranted.

Armed Assault on Campus

INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal, teaching staff, noon supervisors, janitorial staff, front office personnel, district office personnel and other key personnel.

WITHIN 24 HOURS

- Gather the facts
- Ensure appropriate intervention to minimize additional injury
- Provide first aid where necessary
- Ensure the safety and welfare of students and staff
- Set up an Emergency Operations Center, if appropriate
- Contact the District Office to report the critical incident
- Assess the need for support and counseling for those directly and indirectly involved
- Set up a recovery room
- Provide factual information to staff, students and the school community
- Ensure that the privacy of students and staff is maintained
- Organize assistance such as transport home

WITHIN 48-72 HOURS

- Debrief all relevant persons
- Arrange counseling as needed
- Provide opportunities for staff and students to talk about the incident
- Continue to provide updates to staff, students and the school community.
- Act to dispel rumors
- Restore normal functioning and service delivery as soon as possible
- Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- Implement protocols for a student or staff member, if required

TERRORIST ATTACK/WAR

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building as place of shelter.

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.
- Instruct students to DUCK AND COVER.

THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Listen to radio and TV for current information and instructions.
- Initiate ACTION appropriate for the situation. Action may likely involve DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE.
- Continue to monitor media for specific situation.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to closest suitable shelter.

Location: _____

- If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff and faculty.
- Escort visitors to location in school building.

THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?

2) Is there evidence to suggest movement from thought to action?

- High violence potential qualifies for arrest or hospitalization.
- Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute LOCKDOWN. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until ALL CLEAR is given.

WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the principal/site administrator.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate LOCKDOWN or EVACUATION, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
- Name of student with weapon.
- Location of witness when weapon was seen.
- What did the student do with the weapon after it was displayed?
- What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.

- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide informational updates to staff, students and their families during next few days to squelch rumors.

Biological or Chemical Release

AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.

SCHOOL STAFF ACTIONS

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after All Clear signal is given.

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

SCHOOL STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

OUTSIDE THE BUILDING

STAFF ACTIONS

- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

INSIDE THE BUILDING

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF SITE EVACUATION as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.

- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

CHEMICAL ACCIDENT (OFFSITE)

Chemical accidents: the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information.
- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released.
- Characteristics of spill (color, smell, visible gases)
- Name of substance, if known
- Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement SHELTER IN PLACE, EVACUATION and/or student release.
- Post a notice on the school office door stating location of alternate school site
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- If in SHELTER IN PLACE, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

CHEMICAL ACCIDENT (ONSITE)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

SCHOOL STAFF DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released; name of substance, if known-
- Characteristics of spill (color, smell, visible gases)
- Injuries, if any
- Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school EVACUATION using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS

- If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate REVERSE EVACUATION to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- **DO NOT MIX POPULATIONS.** For those inside at the time of the explosion, initiate SHELTER IN PLACE procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Keep students calm. Instruct students to DUCK and COVER.

GAS ODOR/LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If gas leak is internal, evacuate the building immediately.
- On-site lead custodian inspect the gas odor / leak.
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.

HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school. See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
- Notify District Superintendent.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

Bomb Threat/ Threat Of violence

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL

- Note the manner in which the threat was delivered, where it was found and who found it.

- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

Bus Disaster

BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip:

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip:

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

Disorderly Conduct

IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist if there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
- Provide parents/guardian with the names and phone numbers of mental health resources

- Recommend that the parents make an immediate contact with a therapist.
- Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

Earthquake

EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one reenters.
- Notify District Office of school and personnel status.
- Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS;

- Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures.. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpacks.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks.
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy hold over head for added protection. Maintain position until shaking stops.
- After shaking stops check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines.
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

Explosion or Risk Of Explosion

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify the local Fire Department and (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
 - Secure area to prevent unauthorized access until the Fire Department arrives.
 - Advise the District Superintendent of school status.
 - Notify emergency response personnel of any missing students.
 - Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
 - Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
 - If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

Fire in Surrounding Area

FIRE

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Fires usually strike without warning. During a fire, the greatest immediate hazards to people in or near school buildings are the danger of smoke inhalation, and of becoming trapped in a burning building. Immediate and efficient evacuation is of the utmost importance. Therefore, fire drills should be conducted at least twice a year. Fire drills should always be regarded as actual alarms and treated seriously by all staff and students. The main objective in a drill is to enable all students and staff to evacuate the building in an orderly manner so that this level of discipline can be relied upon in the event of an actual emergency. Before a fire strikes, all CUSD staff should know where fire extinguishers are located, as well as when and how to use them. Everyone in the school should know where fire alarms are located, and how to activate them. Some small fires may be extinguishable through prompt action before fire fighters arrive. If it is safe to do, fight small fires as appropriate with fire extinguishers. Under no circumstances, however, should this be done at the expense of the safety of CUSD students.

STOP! DROP! ROLL!

If your clothes catch fire, **DO NOT RUN!** Drop to the ground and roll until the fire is out.

Before a fire strikes, know both primary and alternate evacuation routes and designated assembly areas. Smoke and fumes from combustion may be harmful, particularly to those with respiratory ailments. When evacuating, choose an assembly area up-wind from the fire if at all possible. Do not use elevators for evacuation.

The American Red Cross has financial assistance to help families recuperate from a disaster, and other related losses. Contact the local American Red Cross Monterey-San Benito Counties Chapter at 831 424-4824

Classroom Teachers

IF YOU SEE FIRE, OR SEE OR SMELL SMOKE:

- Remove any persons from the area who may be in immediate danger.
- Sound the alarm by voice and/or activating electronic fire alarm. Notify Administration (or have an assistant do this while you handle the fire). Administration will determine to what extent evacuation is indicated.
- If it can be done without endangering life, fight the fire as appropriate with fire extinguishers.

IF THE FIRE ALARM SOUNDS:

- CHECK CLASSROOM DOOR for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable.
- If possible, EVACUATE the building according to plan. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit. Do not run. Take Emergency Backpack.
- Rooms should be left with the lights out and the door closed but not locked to confine the fire and smoke.
- Once outside students and staff should remain at least 50 feet away from the building until given further instructions.
- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the fire, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

Fire on School Grounds

FIRE (ONSITE)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

TEACHERS:

- Evacuate immediately upon hearing the fire alarm.
- Carry classroom register or roll sheet when leaving the building.
- Carry out emergency blue bag pack.
- Close windows in classroom.
- Close, but do not lock doors.
- Remember; please post a sign at the door if you plan to be out of your classroom for computer lab, library, or any other school related activity.
- Head toward your designated area. (Follow emergency evacuation Plan).
- As soon as you get to your designated area, take attendance immediately.
- Be ready to provide student information to assigned area designee.
- Proceed to classroom once you hear the CLEAR signal.

SAFETY NOTES

Open Doors. The first student to reach a door leading to the outside is to open the door and fasten it open or hold the door open until all the students who must use the doorway have passed through. The Teacher closes the door after seeing that all the students have vacated the room.

Help Handicapped Students. One student should be assigned to each physically handicapped student who needs help in getting out of the building. When students move from one group to another, a student in each group should be assigned this responsibility if there is a physically handicapped student in the group.

Office Employees:

- Close windows in work area.
- Close (but do not lock) office doors.

Custodian:

- Shut down of electrical, gas, heating, and ventilating equipment.
- Close, but do not lock doors to equipment rooms.
- If the Custodian is not on site, a staff member shall be trained to perform the Custodian assignments.

Flooding

FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

STORM/SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm -

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm -

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.

TSUNAMI

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

(BEFORE)

- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

(DURING)

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Notify superintendent of school status.
- Remain on safe ground until local authorities advise it is safe to return.

(AFTER)

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Take attendance. Report any missing students to principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- Return to school only if authorities advise it is safe to do so.

Loss or Failure Of Utilities

MAJOR SYSTEMS UTILITY FAILURE

GAS, HEAT, POWER, WATER

REMAIN CALM - EVALUATE THE SITUATION - TAKE ACTION

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

In the event of a utility system failure, the incident must be REPORTED, INVESTIGATED, and RECTIFIED. Failures may be localized in a school building or classroom, or they may affect the whole school and/or the surrounding community. Different types of failures call for different responses. For example, outage as a result of severe weather conditions may require remaining in the building whereas outage resulting from electrical problems may require evacuation.

Determine why the system is failing and respond accordingly. If conditions are unsafe (for example, if a natural gas odor is detected (or a circuit/fuse box is sparking or smoldering), EVACUATE students to a safer location. In case of a GAS LEAK, DO NOT USE CELLULAR PHONES. Cell phone use is acceptable during other types of outages.

PLANNED OUTAGES

Advanced notice regarding loss of service may be provided by utility companies.

Often these outages will be of short duration and require no special action other than notifying staff of the pending interruption of service.

If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.

For information on sustained outages, the Communications Team can get general information from:

SBC (telephone) 1-888-723-2624 PG&E 1-800-743-5002

PRINCIPAL/SITE ADMINISTRATOR:

Notify utility company. Provide the following information:

- Affected areas of the school site.
- Type of problem or outage.
- Expected duration of the outage, if known.
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.

Classroom Teachers

(Non-teaching staff should report to the principal for further directions.)

- During normal business hours, NOTIFY ADMINISTRATION of systems failures. Other than normal business hours, call the directly.
- If school is to be dismissed, teachers will be notified by administration.

POWER FAILURE

- NOTIFY ADMINISTRATION office using radio, cell phone or messenger.
- Keep students together, remain in classrooms; follow normal schedule.

EXPOSED ELECTRICAL HAZARDS

- Remove students and staff to a safe distance away from downed power lines. Assume all power lines are carrying a live current. Refrain, and instruct students to refrain, from touching / approaching exposed wires.
- NOTIFY ADMINISTRATION using radio, phone or messenger.

BURST WATER PIPES

- Remove students and staff to a safe distance from the source, and keep them away from spilled water or sewage.
- NOTIFY ADMINISTRATION using radio, phone or messenger.
- Direct students to alternate sanitation facilities if required.

NATURAL GAS LEAK

- Immediately EVACUATE the area. Do not run. Take Emergency Backpack.
- USE LAND LINE PHONE to NOTIFY ADMINISTRATION.
- DO NOT USE CELLULAR PHONES, which may ignite leaking gas.

Any type of incident

- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED/GREEN signal system or by sending runners to the Office when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Consult with the Superintendent to determine the extent of the outage. Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision about whether to dismiss classes/close the school.
- When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

- Get keys from office to gain access and turn off the main power, water or gas line(s) as needed. (Locations of utility shutoff valves and switches can be found on evacuation maps, in the Emergency Response Plan.)
- Assess damage to facilities.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.
- For prolonged water/sewage interruptions, establish and maintain alternate sanitation facilities as directed.

COMMUNICATIONS TEAM:

- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Motor Vehicle Crash

MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

TRANSPORTATION ACCIDENT

Transportation accidents may involve one or more motor vehicles, pedestrians, bicyclists and/or public or private property. Risks from this type of incident include personal injury such as cuts, burns, broken bones, eye injuries or irritation, concussions, etc. due to collision/impact, flying debris, and evasive maneuvers (e.g., falling while trying to avoid an oncoming vehicle). In addition, there is a risk of hazardous material spills, leaks or explosions of automotive fluids and/or cargo.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911 if appropriate. Provided:
- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building.
- Exact location within the building.
- Nature of the emergency and how it occurred.
- Approximate age of injured person.
- Caller's name and phone number.
- Do not hang up until advised to do so by dispatcher.
- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim.
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.

- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
- Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

Psychological Trauma

Psychological Trauma

TRAUMATIC EVENT

(e.g., Mass Casualties, Death of Family Member or Fellow Student)

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A traumatic event is an extraordinary situation that is potentially damaging to individuals and/or the educational environment. A stress reaction can develop in response to a traumatic event or unexpected death or injury to students, staff, family members, community persons or well known national figures. Examples include, but are not limited to: death of a classmate or teacher, witnessing violence on or near the school grounds suicide attempts or completions, hostage situations, drive-by shootings, sexual assaults, or natural disasters.

The following principles are intended to assist school personnel in responding to a tragic event. The overall direction for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects professional sensitivity in coping with the trauma of a tragic event. This plan can be used to address traumatic events affecting a single classroom, a group of students or an entire school population. Remember that people may respond in various ways during and after an emergency. If you become aware of any development that may potentially affect your campus population, notify your administrator(s).

Classroom Teachers

DURING A TRAUMATIC EVENT:

- If your class is not a part of the incident, remain calm, and wait for instructions from the Incident Commander or emergency personnel.
- If your class is witness to or victim of a traumatic event, first refer to the emergency protocol for that specific emergency (weapons, drive by shooting, hostage, etc.). Remember: Implementing the DROP protocol may be called for to ensure student safety until help arrives.
- Cooperate with emergency response personnel.

FOLLOWING A TRAUMATIC EVENT:

Don't hesitate to ask for help. It's not necessary to handle this alone.

- Consult MCBH and MCOE for specific tips on helping students cope with traumatic events.
- Identify and monitor at-risk students and staff (siblings, boy/girl friends, close friends, and students/staff who have experienced other recent trauma) and who may be in particular need of support. Consider assigning aides or other students to attend these students for a period of time.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- CALL 911 to request emergency assistance as needed.
- Assess the situation and implement emergency response procedures (e.g., lock down, evacuation, shelter in place, etc.) as needed.
- Notify Superintendent
- Work with Superintendent to determine need for, and if necessary, activate Mobile Crisis Counseling Team to provide psychological support to students, staff, and/or families.
- If needed, identify / arrange for location where support services will be available for students and staff.
- Determine the need for any substitute or supplemental staff. (In the event of the death of a teacher, another teacher known to students should take the deceased teacher's classes, not a substitute.)
- If any other school may be impacted by the death/trauma (e.g., siblings, boy/girl friends, recently attended school) establish contact with that school to coordinate efforts.

At the soonest opportunity on Day One, hold a staff meeting (or communicate by telephone/email) to convey the following information to staff:

- Facts related to the death/traumatic situation.
- School's planned response.
- Location of the emergency center, when and how to refer students/staff for emotional support.
- How the death/traumatic situation will be announced to students. Encourage staff to have a discussion with students following the announcement.

- How to refer highly affected students to the emergency team.
- Time(s) of future staff meetings.
- How staff will be kept informed.
- Support services available to staff.
- Allow staff to grieve, offer support to one another.
- As needed, hold follow up staff meetings to provide updated information.
- Inform students and staff of any memorial services or community assemblies to commemorate the incident.
- When incident has subsided, complete & submit incident report form.

District Administration

- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.

DEATH OF A STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound affect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

DEATH OF A STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

Suspected Contamination of Food or Water POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages

- Any demands or instructions the hostage taker has given
- Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
- Alert the principal/site administrator.
- Account for all students.

INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. A sample is provided below:

All visitors entering school grounds on school days between 7:30 a.m. and 2:35 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

- - California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

“What can we do to make this better?”

“I understand the problem, and I am concerned.”

“We need to work together on this problem.”

- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

KIDNAPPING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- Notify principal, providing essential details:
- Name and description of the student
- Description of the suspect
- Vehicle information
- Move students away from the area of abduction.

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
- photo
- home address
- parent contact numbers
- class schedule
- special activities
- bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
- Did someone pick up the student?
- Could the student have walked home?
- Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child, including name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.

- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching - rape - vaginal, anal, or oral penetration. - attempted rape
- sexual intercourse that is not wanted - child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 if the assault is physical.
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a LOCKDOWN until circumstances surrounding the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

SHOOTING

Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Do not confront the shooter(s).
- Assess the situation:

- Is the shooter in the school?
- Has shooter been identified?
- Has the weapon been found and/or secured?
- Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep crime scene secure. Organize OFF-SITE EVACUATION, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
- Refer media inquiries to designated Public Information Officer.
- Prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- If gunfire is heard inside the school, implement LOCKDOWN immediately. Do not wait for the LOCKDOWN announcement.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement LOCKDOWN or EVACUATION, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students.
- Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- Lock the door or move furniture or trash can to bar access to the room.
- Remain quiet until further instructions are provided by the principal or law enforcement.

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- No return address
- Restrictive markings, e.g., “Personal”
- Excessive postage

- Handwritten or poorly-typed addresses
- Excessive masking tape, string
- Titles but no names
- Oily stains or discoloration
- Misspelling of common names
- Protruding wires or tin foil
- Excessive weight, unevenly distributed
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- Do not open package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop package.
- Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do not clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

Unlawful Demonstration or Walkout

CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.

- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal, assistant principal, or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probable, notify police of situation and request assistance.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.

CRIMINAL ACT

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police (dial 911).
- Identify all parties involved (if possible). Identify witnesses, if any.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- If an individual is armed with a weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- Care for the victim. Provide any medical attention needed.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group.
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school

- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration.

STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action.
- Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

Emergency Evacuation Map

