

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Junction School
CDS Code: 45-700450000000
District: Junction Elementary School District
Address: 9087 Deschutes Road
Palo Cedro, CA 96073

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

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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 Junction School.

Safety Plan Vision

Junction Elementary School includes the following Educational Beliefs to create a rich learning environment for all students:

- All students can learn and achieve academic success.
- Partnership among parents, teachers, staff, and students is essential to educational excellence.
- Positive relationships among all members of our learning community are critical and depend on trust, respect, integrity, collaboration, and the willingness to consider different viewpoints.
- All students must be given the same opportunities to acquire knowledge, understanding, skills, and values using each child's unique learning style.
- Learning is an ongoing process that takes place both inside and outside of the classroom.

- All students learn best when they are encouraged to build understanding from experiences, information, and mistakes and are expected to do high quality work.
- Teaching and learning require an environment that is physically and emotionally safe.

Components of the Comprehensive School Safety Plan (EC 32281)

Junction School Safety Committee

The School Site Council serves as the Safety Committee.

Assessment of School Safety

Annual Report of the Status of the Plan

The annual report on the status of the Comprehensive School Safety Plan will be given to the School Site Council in the spring of each year and issued in the Junction School's SARC

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

It is a priority of the administration and staff at Junction Elementary school that every student who attends our schools will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity and mutual respect and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

Students are encouraged to use the open-door policy with administration and counselors when conflicts arise. The ability to fill out witness statements to provide one's account of events are provided to all students. Anonymous reporting of bullying is provided to all students, parents and staff members.

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

A physical injury which is inflicted on a child by another person other than by accidental means.

The sexual abuse, assault, or exploitation of a child.

The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person.

The willful infliction upon a child of any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

The willful harming or injuring of a child or endangering of the person or the health of a child where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children or an administrator or employee of a public or private school or other institution or agency.

Whatever your organization's internal procedure, suspected child abuse must be reported immediately by calling the Child Protective Services 24-hour hotline (530) 225-5144, or local law enforcement.

This must be followed by a written report within 36 hours of receiving the information concerning the incident (Suspected Child Abuse Report PC 11166) and submitted to the same agency.

As a mandated reporter you are responsible for reporting, not investigating suspected abuse. Mandated reporters are guilty of a misdemeanor and may be subject to civil damage suits if they fail to report.

The mandated reporter must give their name when reporting known or suspected child abuse to a child protective agency. The reporter's name is confidential; however, it may be disclosed only in very limited situations, as provided by law.

When making a report, it is necessary to provide the name of the child, the present location of the child, the nature and extent of the injury, and any other information that led to the report being made.

The website www.caag.state.ca.us/childabuse/forms.htm has more forms and information for mandated reporters.

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

Disaster Plan (See Appendix C-F)

Junction School will conduct monthly fire drills, intruder alerts twice a year and yearly earthquake drills.

Adaptations for Students with Disabilities

Coordinate with SCOE transportation.

Public Agency Use of School Buildings for Emergency Shelters

As requested by local emergency personnel.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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) (1) 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.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(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) (1) 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.

(2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

(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 preinitiation 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 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 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, 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.

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

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

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

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

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

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

SEXUAL HARASSMENT-PERSONNEL

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 work or educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision

3. The conduct has the purpose or effect of having a negative impact upon the other individual's work or has the purpose or effect of creating an intimidating, hostile or offensive work environment; or the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive work environment or to limit the individual's ability to participate in or benefit from an education program or activity

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting the employee regarding benefits, services, honors, programs or activities available at or through the district

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

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendos, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; or sexually explicit e-mails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements. Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

SEXUAL HARASSMENT-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 sex, in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

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

Examples of the 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, derogatory posters, notes, stories, cartoon, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumor
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Bullying based on gender, gender identity, or gender expression

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

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a school-wide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring school-wide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress up days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a school-wide uniform or prohibits pupils from wearing "gang-related apparel" if the governing board of the school district approves a plan that may be initiated by an individual school's principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a school-wide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a school-wide uniform shall not be implemented with less than six months' notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

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

Junction Elementary School takes pride in being part of a school district that has a mission to provide a safe environment for all students, parents, and school employees. Our school will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies.

Visitors on Campus

The following procedures are to be followed in order to maintain a safe environment for students and staff at Junction Elementary School,

1. All visitors are to check into the office and sign in and receive a sticker.
2. Before leaving the school site, all visitors are to check into the office and sign out.
3. Law enforcement services will be called upon in the event any visitor is not complying with posted regulations.

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

Component:

People and Programs - The School Climate

Element:

Utilize character education as a means to establish positive and proactive partnerships between staff, students and parents.

Opportunity for Improvement:

By the end of the 2024-25 school year, the number of suspensions will be maintained below 2% school-wide and the attendance rate will increase by .5%.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student attendance	Monitor attendance, regular notification, communicate independent study process and build positive relationships	Grant funded position - Attendance Outreach Coordinator; school counselor; Community Connect	Assistant Principal	Aeries reports and data for attendance
Improve student behavior	Use student "Houses" in the middle school to build culture; Use EdTomorrow strategies (First Five, Circle Meetings, Restorative Justice); Leader in Me Lessons	Leader in Me Curriculum; JEF financial support for "House" materials	Principal; Assistant Principal; School Counselor; middle school team	Aeries reports and data for student discipline; Leader in Me student surveys

Component:

Places - The Physical Environment

Element:

Identify the settings that reported and unreported bullying and harassment take place and adjust supervision and increase awareness to reduce number of incidents over the 2024-25 school year.

Opportunity for Improvement:

Raise student's perception that the amount of bullying and harassment occurrences on campus are reducing and being addressed.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Bullying is reported in a timely and safe manner	Bully reporting form	digital logging	Principal	Digital log/Data; Student Surveys
Identify and address students' knowledge regarding bullying and how to report it	Educate students on bullying through presentations in class and schoolwide assemblies	School Counselor, Leader in Me, guest speakers	Principal	Student Surveys

Component:

People and Programs - Emergency Preparation

Element:

Increase our teaching staff's ability to react and respond to an "active shooter" threat.

Opportunity for Improvement:

Students and staff at Junction School will be prepared and know how to react in the case of an "Active Shooter".

Objectives	Action Steps	Resources	Lead Person	Evaluation
Prepare staff to respond to the threat of an "active shooter"	Provide (active shooter) training and Standard Response Protocol training	staff meeting	Principal	Documentation of completed training and drills

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

Junction School Student Conduct Code

Conduct Code Procedures

BEHAVIORAL EXPECTATIONS

The staff and administration of Junction Elementary School District expects all students to adhere to all rules inside and outside the classroom. Discipline is essential to maintaining a positive and effective learning environment.

In Grades 6 – 8, Behavior Choice consequences include chosen action form, office referrals, detention and Saturday School.

Repeated offenses may become major behavior offenses and consequences (such as suspension) appropriate for a major offense may be imposed. Students will be referred to the principal for further action.

Eight graders receiving excessive behavior referrals or who are suspended for any reason may lose all eighth grade end-of-year trips and activities, and possibly risk loss of participation in the graduation ceremony. It is an earned privilege to participate in these activities.

CODE OF CONDUCT

(B.P. 5131 – 5131.7, E.C. 35291)

It is the responsibility of the school to provide students the opportunity to develop their talents, capabilities and interests, to insure their safety, and protect their rights in a climate reflecting high standards of good citizenship. It is the responsibility of the students to develop self-discipline, respect for others and an acceptance for the consequences of their own behavior. They are expected to diligently pursue the required course of study, comply with all rules and regulations and to respect the authority of the school staff. The school, the parents and guardians are partners in promoting and maintaining acceptable social and moral standards of conduct.

Each school has rules of conduct that all students are expected to follow when they are in the halls, offices, cafeteria, and on the playground or other outside areas. Each teacher has classroom rules that students are expected to follow in the classroom. Consequences for students failing to adhere to either school or classroom rules include: student conferences, parent conferences, referral to the site principal or designee, and other disciplinary procedures.

The following rules of conduct are in effect during school hours, immediately before and after school and during all school sponsored activities.

- Bikes are to be left in designated areas and are not permitted elsewhere on school grounds at any time, including before and after school. Students are required by law to wear helmets while riding bicycles.
- Middle School students with signed permits may have electronic devices in their possession, in accordance with the electronic device permit.
- Students should NEVER bring large sums of money to school.
- Skates and skateboards are not allowed at school at any time, including before and after school.
- Knives, firearms, matches and lighters are not permitted on school premises (imitation or play items designed to look like any of these items are also not permitted).
- Extra-curricular fund raisers must be approved by the Principal.
- Junction Middle School has a strict “hands off” policy for all students. Kicking, hitting, tripping, pushing or throwing objects at other persons is not allowed.
- Hand holding and other displays of affection are not permitted at school.
- Students are not allowed to chew gum on school grounds or on the school buses.

DETENTION
(A.R. 5144)

Junction Elementary School District strives to make school and the classroom a safe and quiet place where education can flourish. In this environment it is important that everyone follow established rules so that we can function in this format. In an effort to keep the school and classroom environment within an acceptable range, the 3rd through 8th graders will serve detention for infractions that are deemed unacceptable behaviors in the classroom and at school.

In the event of relatively minor misbehavior (see behavioral expectations, above) or for repeated offenses, staff will assign after school detentions. If the student is assigned a detention, the student will receive a copy of the detention slip and it is the student's responsibility to notify parents of the detention and return the slip, signed by the parents, to the middle school office. Extra-curricular activities are not excuses for missing detention. Failure to attend detention on the assigned day will result in assignment of an additional day of detention and a reassignment of the original detention. Failure to attend a subsequent detention will result in suspension.

DISCIPLINE
(B.P. 5144, A.R. 5144)

DISCIPLINE BY A TEACHER

For disciplinary reasons, a teacher can:

- Suspend a student from class for the day of the infraction and up to two additional days, for a total of three class days.
- Detain a student for up to one hour at the end of the school day.
- Require a parent conference.
- Assign the student to detention.
- Refer the student to the school site principal or the superintendent.

SUSPENSION FROM SCHOOL

Suspension is the temporary removal of a student from regular school activities imposed for adjustment purposes. Suspensions may take two forms: In-House and Off Campus (out of school). A student receiving an In-House suspension will be assigned to work outside of their regular classroom and will not be allowed to participate in regular school activities on the date(s) the suspension is assigned. A student receiving an Off-Campus suspension is not allowed to be on campus before, during and after school, nor may they participate in any district activities off campus (e.g., Junction athletic events hosted at other schools) for the duration of the suspension.

Except in emergencies, suspension is preceded by an informal conference at which the student is informed of the charges of misconduct and is given the opportunity to present their version of the facts and evidence in their defense. Suspensions may be imposed for up to 5 days for each offense. The length of the suspension will be determined by the Principal. The parent/guardian will be required to attend a formal conference and/or classes.

EXPULSION FROM SCHOOL

When expulsion is recommended by the school and district administration, the student and their parents or guardians will be notified of their rights, including their right to appear and to be represented by counsel. The Junction Board of Trustees will serve as the hearing panel. Their decision will be final.

Expulsion may be ordered for violations listed under "Grounds For Disciplinary Action" if other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or if, 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.

Expulsion must be ordered for violation of the following offenses on school property or at a school-sponsored activity: 1) possessing, selling or furnishing a firearm; 2) brandishing a knife at another person; 3) unlawfully selling a controlled substance. The student shall be expelled for a period of one year for these violations and be referred to an appropriate alternative school program, if available.

MANDATORY PENALTIES

A five-day suspension and recommendation for expulsion is mandatory for any student who: 1) brings any firearm, knife, explosive or other dangerous object to school, 2) attacks or menaces a District employee, 3) causes serious physical injury to another person, 4) sells drugs or other controlled substances, or 5) commits robbery or extortion at school. In such cases, the offense must be reported to the Sheriff's Department and the student and their parent/guardian must be referred to a District Discipline Hearing Panel for an expulsion hearing.

GROUND FOR DISCIPLINARY ACTION

Students involved in any act of misconduct listed below while on school property, while attending a school-sponsored activity, or when going to or from school, may be assigned detention, suspended, or expelled.

- Causing, attempting or threatening to cause physical injury to another person.
- Possessing, furnishing or selling a firearm*, knife, explosive or other dangerous object.
- Unlawfully possessing, selling, furnishing, using or being under the influence of any illegal drug, alcoholic beverage or intoxicant.
- Arranging the sale of a controlled substance*, alcoholic beverage or intoxicant of any kind.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school or private property.
- Stealing or attempting to steal school or private property.
- Possessing or using tobacco or tobacco products.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Unlawfully selling or offering to sell any drug paraphernalia.
- Disrupting school activities or willfully defying the authority of school personnel.
- Knowingly receiving stolen school or private property.
- Possessing an imitation firearm.
- Committing sexual harassment.
- Causing, attempting to cause, threatening to cause or participating in an act of hate violence.
- Intentionally engaging in harassment, threats or intimidation of another student or group of students.

* Mandatory expulsion

CLASSROOM NORMS:

Be on time for class

Eye contact at every greeting

Enter the room quietly and prepared for the class

Active Listening and Learning Position "SLANT"

Respectful communication and contacts with all staff and students

- Hands and Feet to self
- Inside Voice level
- Asking permission to borrow items
- "Thank you" & "You're Welcome"
- Working Cooperatively
- Walk while in the classroom

Accountability on Social Contract

- Holding Self accountable
- Holding others accountable
- Holding the teacher accountable

Stay in designated areas

Eat in designated areas/times

Follow Chrome-Book/iPad Agreement

Clean work area before leaving classroom

Follow Cell-Phone Policy

PLAYGROUND NORMS:

Freeze body and voice when bell rings

50 foot rule when having problems with others.

After the whistle is blown, carry playground equipment as you walk to line up.

Keep hands, feet, objects to yourself.

Walk on sidewalks and blacktop.

No playing in or near bathrooms/hallways.

Stay on playground-not in ditch or sandpit.

Play two-finger tag, on football field only.

Swing to and fro. No assisting. Wait outside the wood border for your turn. Count to 100 or 25 (TK-K). No twisting the swings.

Slide down, feet first, one at a time.

Eat snack in assigned areas:

Grades 1-3 in Memorial Park

Grades 4-5 on picnic table.

After lunch, walk out of cafeteria.

Finish eating before you leave cafeteria.

CAFETERIA NORMS:

Wait in line quietly/whisper talk

- Keep hands to self
- No equipment

Use an indoor voice-watch your noise levels

- Talk with the people next to you or straight across from you just like you would in a restaurant

Clean up after yourself and your area
No sharing of food
Raise hand for dismissal (your area must be clean)
Use table manners
Respect all adults and students
Use the time to eat

(K) Hate Crime Reporting Procedures and Policies

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

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.

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.

Grievance Procedures

Any student who believes they are 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.

Instructional Continuity Plan

Continuity of Learning Plan
Based on SB 153 - California Education Code
Introduction:

SB 153, enacted in California, requires school districts, charter schools, and county offices of education to develop plans ensuring that educational programs and services continue in the event of an emergency, such as a natural disaster, public health crisis, or other disruptions to in-person learning. These plans aim to maintain access to high-quality education, ensure equity for all students, and prevent learning loss during disruptions.

This Continuity of Learning Plan (CLP) outlines strategies and procedures to maintain effective learning during unforeseen interruptions and safeguard educational opportunities for all students in compliance with SB 153.

1. Purpose and Objectives

The Continuity of Learning Plan is designed to ensure that:

All students have continuous access to educational content and services.

Equity is maintained, providing additional support for vulnerable populations (e.g., English Learners, students with disabilities, economically disadvantaged students).

Teachers, administrators, and support staff are well-prepared to facilitate remote or hybrid learning.

Assessments and evaluations are conducted to monitor students' progress and address learning gaps.

Effective communication is maintained with students, families, and the community.

2. Key Components of the Continuity of Learning Plan

A. Access to Learning Resources

Digital Learning Platforms: Provide all students with access to online learning platforms (e.g., Google Classroom, Schoology, Canvas) and instructional materials. Ensure that platforms are compatible with students' devices.

Technology Access: Distribute devices (e.g., Chromebooks, tablets) to students who need them. Establish a device check-out process and provide technical support.

Internet Connectivity: Offer Wi-Fi hotspots or other resources to students who lack reliable internet access.

Printed Materials: For students without access to technology, provide printed materials, such as textbooks and worksheets, and set up a system for distribution and collection.

B. Instructional Strategies

Hybrid Learning Models: When feasible, implement a hybrid model of instruction that combines in-person and online learning.

Remote Learning: Ensure that all teachers are trained in best practices for online teaching. Offer synchronous and asynchronous lessons to cater to diverse learning needs.

Curriculum Adjustments: Focus on essential learning outcomes aligned with state standards, adapting the curriculum to address learning gaps and ensure progression.

Special Education and Intervention Services: Provide necessary accommodations and modifications for students with disabilities, including access to related services (e.g., speech therapy, occupational therapy) through teletherapy when applicable.

C. Engagement and Support

Regular Check-ins: Teachers will conduct daily or weekly check-ins with students to track engagement and provide academic and social-emotional support.

Mental Health Services: Offer virtual counseling services and create spaces for students to express their concerns. Implement wellness programs and social-emotional learning (SEL) strategies to support students' mental health.

Family and Community Engagement: Engage families by providing training on digital tools and resources, and regular communication via phone calls, emails, or text messages to keep them informed of their child's progress.

D. Assessment and Monitoring

Ongoing Assessments: Conduct formative assessments to gauge student progress, including quizzes, assignments, and projects. Use these assessments to identify students who need additional support.

Intervention Programs: Implement targeted intervention programs for students who are struggling to meet grade-level expectations. Offer tutoring, remedial programs, and access to additional resources.

Attendance and Participation: Monitor student attendance and participation in remote and hybrid learning settings. Establish clear expectations for virtual attendance and participation, including systems for reporting and following up on absences.

E. Professional Development

Training for Educators: Provide continuous professional development on remote learning tools, pedagogical strategies for virtual environments, and differentiated instruction to meet diverse learning needs.

Collaboration and Planning: Encourage collaboration among educators to share best practices and support each other. Set up virtual meetings for teachers to discuss student progress and instructional strategies.

3. Timeline for Implementation

Immediate Response (1–2 weeks):

Establish a central communication hub to notify all families and staff about the Continuity of Learning Plan.

Ensure that all students have access to technology and the internet.

Begin offering remote learning sessions and provide printed materials for those without access to online platforms.

Short-Term (3–6 weeks):

Continue remote learning and hybrid models, monitoring student engagement and participation.

Provide professional development for teachers on effective online teaching strategies.

Set up intervention systems for struggling students.

Mid-Term (1–2 months):

Review student progress through formative assessments and adjust curriculum pacing if necessary.

Begin offering targeted academic support and intervention programs.

Evaluate the effectiveness of mental health support services and ensure continuous communication with families.

Long-Term (Ongoing):

Maintain high standards for remote and hybrid learning, continuously adjusting to meet the needs of all students.

Conduct periodic evaluations to assess the effectiveness of the Continuity of Learning Plan and make adjustments as needed.

Ensure that all students who were impacted by disruptions have access to academic recovery services and support.

4. Communication Plan

For Students: Regular updates via email, phone calls, and school platforms. Provide clear guidelines on how students can reach their teachers for help and access learning materials.

For Families: Weekly or bi-weekly newsletters, family meetings (virtually or in person), and opportunities to discuss challenges with school staff. Surveys to gather feedback on the effectiveness of the plan.

For Staff: Ongoing meetings with teachers, administrators, and support staff to assess challenges and share resources. Regular professional development sessions to ensure readiness for remote learning.

For the Community: Public announcements through local media and the school district website. Provide updates about how the community can support the school's efforts to continue learning.

5. Funding and Resources

State Funding: Utilize state funding allocated for emergency preparedness and response, including those directed by SB 153, to procure necessary devices, software, and training.

Grants: Apply for federal and private grants to support technology access, mental health services, and professional development for educators.

Partnerships: Collaborate with local businesses and non-profit organizations to provide additional resources, such as Wi-Fi hotspots or tutoring services.

6. Accountability and Evaluation

Monitoring Progress: Utilize data from assessments, attendance, and engagement metrics to evaluate the effectiveness of the learning model.

Feedback Loops: Create systems for students, families, and staff to provide feedback on the learning experience and suggest improvements.

Annual Review: Annually review the Continuity of Learning Plan to make updates based on lessons learned, feedback, and changes in regulations.

Conclusion:

This Continuity of Learning Plan reflects the district's commitment to ensuring all students continue their education regardless of external disruptions. Through a combination of technology, engagement strategies, professional development, and strong communication with families and communities, we aim to mitigate the impact of emergencies on learning and support the academic, social, and emotional development of all students in alignment with SB 153 requirements.

Safety Plan Review, Evaluation and Amendment Procedures

The Junction Elementary School District's Comprehensive Safety Plan will be reviewed, evaluated and amended (if necessary) by February of each school year.

Pursuant to Education Code Section 35294.6(a), the Junction Elementary School District adopted this annual Comprehensive Safety Plan at a regular meeting of the Board of Trustees.

An opportunity for public comment was provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Junction Elementary School District Office.

Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Safety Planning Process.

Safety Plan Appendices

Emergency Contact Numbers

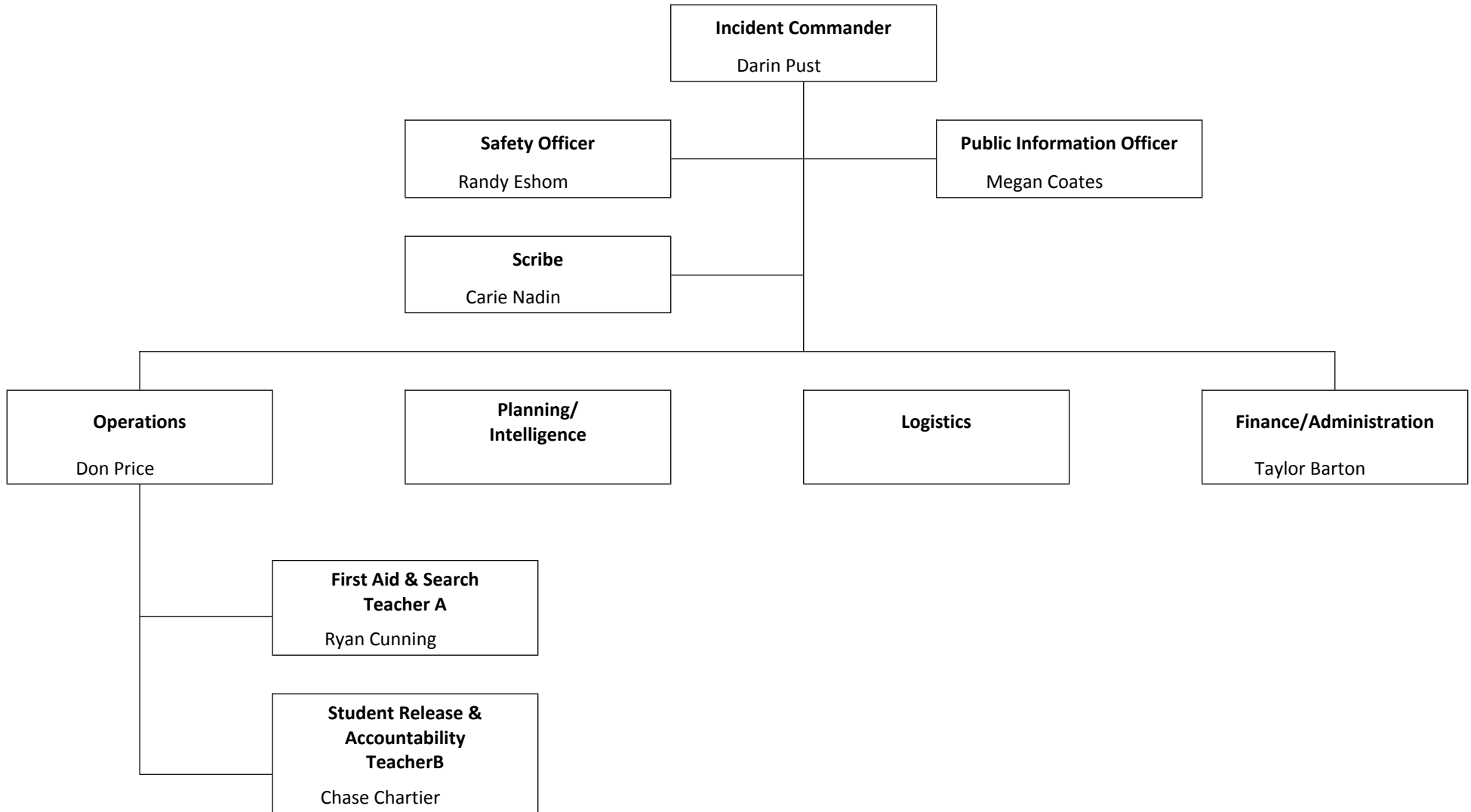
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Shasta County Sheriff	530-245-6025	
Law Enforcement/Fire/Paramedic	California Highway Patrol	530-242-3200	
Law Enforcement/Fire/Paramedic	Palo Cedro Fire	530-547-2432	
School District	Junction Elementary School District	530-547-3276	
Local Hospitals	Mercy Medical Center	530-225-6000	
Local Hospitals	Shasta Regional Medical Center	530-244-5400	
Public Utilities	PG&E	530-743-5000/530-743-6000	
American National Red Cross	North Eastern Chapter	530-244-8000	

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 Reviewed and Approved Safety Plan	February 12, 2025 3:30 pm	In-person at Junction Elementary School
School Site Council Review and Approved Safety Plan	February 12, 2025 3:30 pm	In-person at Junction Elementary School
Junction Elementary School District Board Reviewed and Approved Safety Plan	February 25, 2025 4:30 pm	In-person at Junction Elementary School

Junction 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

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

See "Types of Emergencies and Specific Procedures" in Comprehensive School Safety Plan SB 187 Compliance Document

Step Two: Identify the Level of Emergency

See "Types of Emergencies and Specific Procedures" in Comprehensive School Safety Plan SB 187 Compliance Document

Step Three: Determine the Immediate Response Action

(See Standard Response Protocol)

Step Four: Communicate the Appropriate Response Action

(See Standard Response Protocol)

Types of Emergencies & Specific Procedures

Aircraft Crash

Contact an administrator and call 911

Decide whether to evacuate building

Move to an area of safety and maintain control of students; caution students to stay clear of debris or other hazards

Consult with the District Office

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform law enforcement and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Animal Disturbance

Contact Administration

Notify Shasta County Animal Regulations

530-245-6065

In case of an emergency call 911

Lock down campus/classrooms. Exclude outside activities. Continue normal classroom teaching activities

Take attendance and injury information; list name(s) of injured, nature of injury, and the location of the injured (room number and/or other location)

If safe to do so, lead first-responders to injured person(s).

Document activities - video or photography

Resume school activities only after the campus has been inspected and determined safe by proper authorities

Convene a Crisis Intervention Team; list names of counselors or other trained staff.

Armed Assault on Campus

Contact an Administrator and call 911

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Lock down campus/classrooms

Is evacuation warranted? If so, plan specific routes

Take attendance and injury information; list name(s) of injured, nature of injury and the location of the injured (room number and/or other location)

Turn the bell system off (place on manual operation)

Document activities - video or photography

Coordinate with law enforcement and District Office before notification of family for injured, hostage, killed

Convene a Crisis Intervention team; list names of counselors or other trained staff

Biological or Chemical Release

Contact an Administrator and call 911

Based on conversation with fire officials, decide whether to evacuate building(s)

Move to an area of safety and maintain control of students; caution students to stay clear of hazardous materials

Inform Faculty

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform police and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Bomb Threat/ Threat Of violence

Contact an Administrator and call 911

Use the "Bomb Threat Questionnaire" to record information about the call; provide this information to Law Enforcement

Is evacuation warranted? If so, plan specific routes. Follow evacuation procedures

Decide whether to inform faculty

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform police and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Avoid publicizing "scare"

Always have a debriefing or after-action meeting

Bus Disaster

Notify an Administrator and call 911

Check for injuries

Call or Radio "Junction Base" with the accident location and report any injuries

Secure vehicle and display warning signs

Keep all students on the bus unless it is unsafe to do so. If a threat of fire exists, move everyone to a SAFE location

Administer first aid, if necessary

Account for all students. Record extent of all injuries.

Complete necessary incident report(s)

Disorderly Conduct

Violence or threat of physical harm to staff or students not involving a dangerous weapon or firearm.

Contact an Administrator and call 911

Notify the District Office

Control the scene

Is evacuation warranted? If so, plan specific routes

Take attendance and injury information; list name(s) of injured, nature of injury and the location of the injured (room number and/or other location)

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Lock down campus/classrooms

Turn the bell system off (place on manual operation)

Document activities - video or photography

Coordinate with law enforcement and District Office before notification of family for injured, hostage, killed

Convene a Crisis Intervention team; list names of counselors or other trained staff

Earthquake

Activate the Emergency Management Staff and Field Teams

Establish the Command Post in a safe location

Contact with local authorities either directly or via the City's EOC; report situation and likely support needs for the next 24-48 hours

Contact the District Office and report your status

Prepare for aftershocks

If buildings are unsafe, the students should be held on an evacuation field or in a safe building on the school grounds; parents should be informed that students will be cared for at school and must not rush immediately to the school or attempt to telephone; all roads and communication lines must be held open to facilitate emergency needs

Explosion or Risk Of Explosion

Contact an Administrator and call 911

Decide whether to evacuate building(s)

Move to an area of safety and maintain control of students; caution students to stay clear of buildings, trash cans and lockers

Inform Faculty

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area
- Pre-Fire plan

Plan possible evacuation routes away from the campus; inform police and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Fire in Surrounding Area

Contact an Administrator and call 911

Determine situation and location and potential threat of fire

Evacuate students, staff and others; account for any missing people

Inform the District Office of the situation

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform law enforcement and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Fire on School Grounds

Contact an Administrator and call 911

Determine situation and location and potential threat of fire

Evacuate students, staff and others; account for any missing people

Inform the District Office of the situation

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform law enforcement and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Flooding

Contact An administrator and call 911

In consultation with the local officials, decide to evacuate the school site; inform police and fire officials of any missing people

Plan possible evacuation routes away from the campus; inform police and District Office

Keep the District Office informed of the situation

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

Provide the following information to the safety officials:

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area
- Pre-Fire plan

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Loss or Failure Of Utilities

Notify an Administrator and call the District Office.

Teachers:

Stay calm and ensure the safety of the students.

Limit mobility of students.
Alert office of loss of utilities.

Principal:
Notify PG&E
Customer Service at: 1-800-743-5000
Online Outage Report at www.pge.com
Call District Office with expectation of time without utilities.

Motor Vehicle Crash

Notify an Administrator and call 911
Notify District Office
Check for injuries
Secure vehicle and display warning signs
Keep all passengers in the vehicle unless it is unsafe to do so. If a threat of fire exists, move everyone to a SAFE location
Administer first aid, if necessary
Record extent of all injuries.
Complete necessary incident report(s)

Pandemic

Refer to continuity plan.

Psychological Trauma

Crisis management at Junction Elementary School specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence, the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies like those described above usually produce one or more of the following conditions

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

1. The school Administrator will initiate the Crisis Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Crisis Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Crisis Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Office.
5. The Crisis Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Crisis Team members will limit exposure to scenes of trauma, injury and death
7. The Crisis Team will provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water

Contact an Administrator and the District Office.

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by the District Office or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will call "911" (dial 9, 911), Public Health Department of Environmental Health Services (408-918-3400).
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator and the District Office will confer with Public Health Department before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Contact Public Health at 225-5591 or 225-3767 (after hours), if Public Health is not the notifying agency and provide pertinent data.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

An unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure:

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator

The School Administrator will initiate appropriate immediate actions, which may include students remaining indoors in a "soft lock down"

The School Administrator will notify the Shasta County Sheriff's Department (530-245-6500) and the District Office

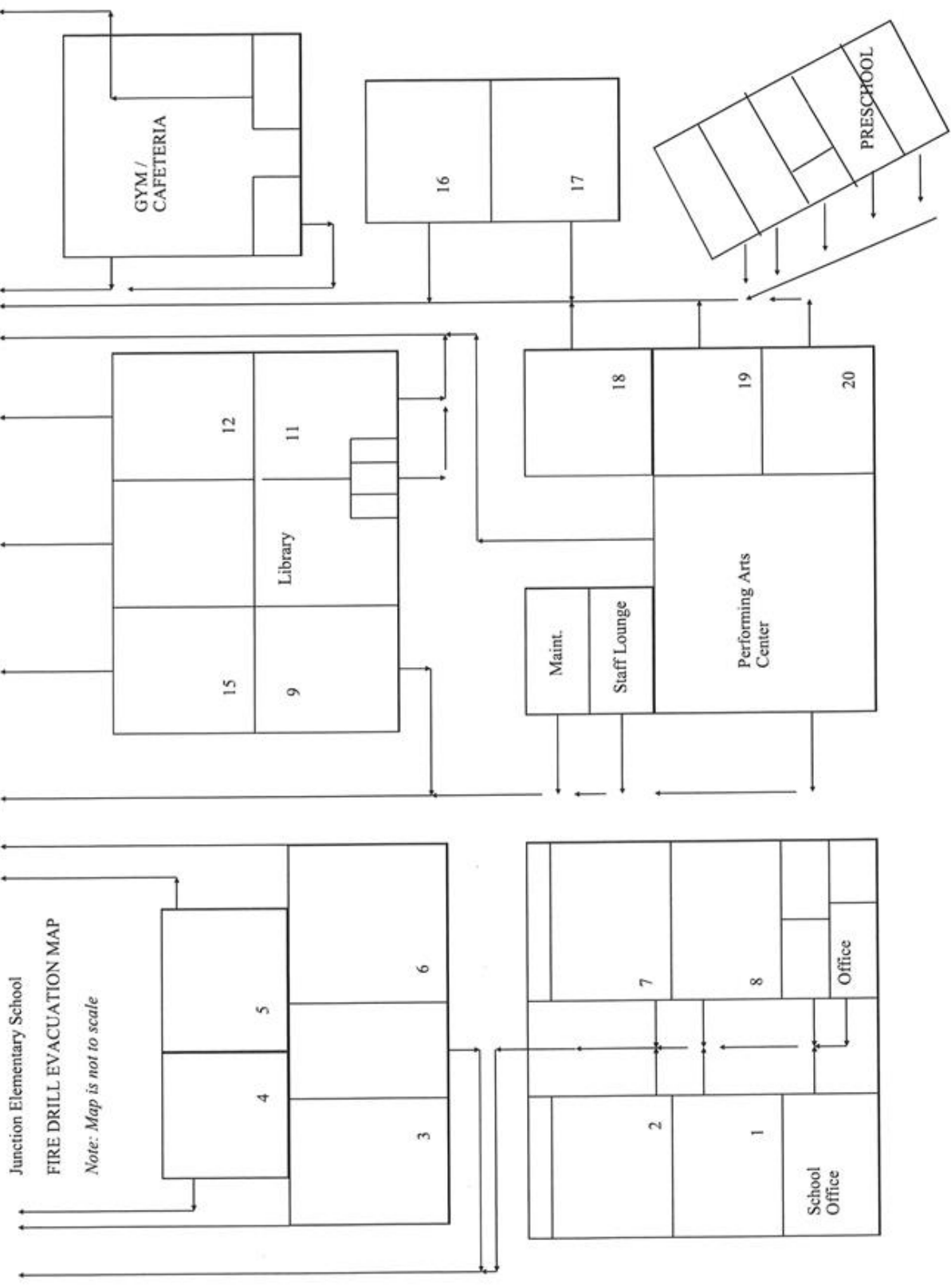
If students leave campus, the staff in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.

Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing blinds in rooms so equipped.

The Accountability staff member should keep accurate records of events, conversations and actions

All media inquiries will be referred to the Junction Elementary School District

Emergency Evacuation Map



Junction Elementary School
 FIRE DRILL EVACUATION MAP
 Note: Map is not to scale