

Comprehensive School Safety Plan

2025-26 School Year

School: Valley View Charter Montessori TK-8th Grade
CDS Code: 09618380107227
District: Valley View Charter Montessori
Address: 1665 Blackstone Parkway
El Dorado Hills, CA 95762
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- with Fire Authority 10/28/25

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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.

<https://vvcmbuckeyeusd.org/our-school/school-site-council-ssc>

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

Safety Plan Vision

1. Valley View Charter Montessori will provide a safe, orderly, clean and secure environment conducive to learning.
2. Valley View Charter Montessori will create a school in which pupils will attend regularly and be safe from both physical, verbal, and emotional harm.
3. Valley View Charter Montessori staff will work collaboratively with administrators and the school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Valley View Charter Montessori will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school.

5. Valley View Charter Montessori will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.

Components of the Comprehensive School Safety Plan (EC 32281)

Valley View Charter Montessori TK-8th Grade Safety Committee

Valerie Bustos
Cailin Steinbach
Jason Burruel
Jennifer Slockslager
Kelly Schnieder
Jeni Hillhouse
Justin Simmons
Zach Grinnel
Amanda Alessandro
Paul Stewart

Assessment of School Safety

Annual assessments of School Safety at VVCM are conducted and include a review of data from the California Healthy Kids Survey (CHKS) in 5th and 7th Grade, BUSD Parent Survey, discipline and attendance data as collected through our student information system and the California School Dashboard. Additional input is received from the school staff and members of the VVCM Site Council.

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

Valley View Charter Montessori is committed to maintaining a safe and supportive school environment that promotes learning and protects the well-being of every student. To ensure student safety and reduce the risk of injury, staff will implement proactive practices in all areas of school life. These practices include, but are not limited to, maintaining safe facilities and equipment, providing secure outdoor spaces, integrating safety into educational programs, and ensuring proper supervision during school-sponsored activities.

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

Child Abuse Reporting

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with the law.

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. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

Parents/Guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at a school site

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center: www.safestate.org

California Department of Education, Safe Schools: www.cde.ca.gov/ls/ss

California Department of Social Services, Children and Family Services Division: www.childsworld.ca.gov

California Department of Social Services: www.dss.cahwnet.gov

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information:

www.nccanch.acf.hhs.gov

Administrative Regulation 5141.4

Child Abuse Prevention and Reporting Definitions

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2

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4. Willful cruelty or unjustifiable punishment 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
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5

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 amount of force that is reasonable and necessary for a school employee 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) (cf. 5144.1 - Discipline)

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; site and district administrators; administrators and employees of a licensed day care facility; Head Start teachers; school resource officers; campus security officers. (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 a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the 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. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) AR 5141.4 (c)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, 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

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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 an initial report by telephone to the El Dorado County Child Protective Services at (530) 642-7100 or their 24-hour hotline at 1-844-756-3699. (Penal Code 11166)

2. Written Report

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

Mandated reporters may obtain copies of the Department of Justice 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 an appropriate agency are encouraged to notify the Principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Principal shall inform the Superintendent or designee.

The Principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Governing 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 or Superintendent or designee without his/her signature or name.

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

Training

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. (Penal Code 11165.7) Comprehensive School Safety Plan 12 of 66 8/20/25

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

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

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or Principal shall not notify the parent/guardian, as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form. (cf. 5145.11 - Questioning and Apprehension)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. (Education Code 48987)

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650(a) (viii)(C) (cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

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Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the

Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee shall also notify all employees that:

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

TO REPORT SUSPECTED CHILD ABUSE

Telephone 24-Hour Hotline 844-756-3699

El Dorado County Child Protective Services Telephone (530) 642-7100

Website: <https://www.edcgov.us/Government/HumanServices>

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Telephone 24-Hour Hotline 844-756-3699

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

Disaster Plan (See Appendix C-F)

The district recognizes that in order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events, which threaten to result in disaster. The Superintendent/Principal shall develop and maintain a disaster preparedness plan that details provisions for handling all foreseeable emergencies and disasters. The Superintendent/Principal will utilize School Site Council (SSC) to regularly review the disaster preparedness plan and recommend changes.

Plans shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threat or actual detonations
4. Attack or disturbance by individuals or groups

The Superintendent/Principal shall ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communication system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The Superintendent/Principal shall use state-approved Standard Emergency Management System guidelines when updating emergency and disaster preparedness plans. The Superintendent/Principal shall consult with county agencies so that district plans provide the best possible way of handling each situation and also provide for emergency communications systems between the agencies. The Superintendent/Principal may provide a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety. Disaster preparedness exercises shall be held regularly at the school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Superintendent/Principal shall ascertain that at least one staff member holds a valid certificate in these areas. The Superintendent/Principal shall provide for CPR in-service training to be offered at least once a year for staff.

Adaptations for Students with Disabilities

Adaptations, when necessary, for VVCM students with disabilities are developed by school administrators, teachers, the student's parents/guardians and other members of the IEP team/504 team. These adaptations, if necessary, are outlined in each student's Individual Education Plan (IEP) or 504 plan, and include individuals responsible for ensuring the safety of the student.

Public Agency Use of School Buildings for Emergency Shelters

Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion:

Students may be subject to suspension and/or expulsion and/or arrest for committing any of the acts listed below (or any other pertinent education codes not listed):

1. EC 48900 (a1) Caused, attempted to cause, or threatened to cause physical injury to another person
2. EC 48900 (a2) Willfully used force or violence upon the person of another, except in self-defense
3. EC 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object
4. EC 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any 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
5. EC 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
6. EC 48900 (e) Committed or attempted to commit robbery or extortion
7. EC 48900 (f) Caused or attempted to cause damage to school property or private property
8. EC 48900 (g) Stolen or attempted to steal school property or private property
9. EC 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
10. EC 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity
11. EC 48900 (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
12. EC 48900 (k) 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
13. EC 48900 (l) Knowingly received stolen school property or private property
14. EC 48900 (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
15. EC 48900 (n) 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
16. EC 48900 (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
17. EC 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
18. EC 48900 (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050
19. EC 48900 (r) Cyber bullying
20. EC 48900 (s) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person
21. EC 48900.2 - Committed sexual harassment as defined in Section 212.5
22. EC 48900.3 - Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233
23. EC 48900.4 - Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that disrupts class work, creates substantial disorder, and invades the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
24. EC 48900.7 - Has made terrorist threats against school officials or school property, or both.

A student may be suspended or expelled (and face arrest) for any of the acts listed above (as well as other board policy and/or administrative regulations) if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances:

(Education Code 48900)

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off school campus.
4. During, going to, or coming from a school activity.

Harassment, Discrimination, Bullying

BUSD is determined to provide all students an environment free from harassment, discrimination, bullying, and hazing. This includes but is not limited to: harassment of any grade level or age of students, ethnic group, religion, gender, color, race, sexual orientation, national origin and physical or mental disability. The Board of Trustees and Education Code 48900 prohibits the intimidation, harassment, hazing or retaliatory behavior against any group or individual student. Students who harass, bully, or haze other students shall be subject to appropriate school discipline, up to and including suspension/expulsion, and may be liable for damages in private legal action. Students who intimidate or threaten a witness (a potential felony) face suspension and possible arrest. Any student who feels that she/he is being intimidated, sexually harassed, bullied, hazed or discriminated against in any way must IMMEDIATELY tell a teacher, administrator or any school personnel.

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

Based on Education Code 49079 the Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7.

The shared information is based on district records maintained in the ordinary course of business or records received from a law enforcement agency. Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the Principal, who shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The Principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. All court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff.

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

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the Principal or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the Principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the Principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to a site administrator, Superintendent or designee. The Principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the Principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Principal or designee shall also advise the victim of any other remedies that may be available. The Principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment directed towards anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 8, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Recordkeeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(F) AED Program

The Buckeye Union School District (BUSD) has developed an Automated External Defibrillation (AED) Program to allow us to be better prepared to respond to heart-related emergencies.

The American Heart Association strongly encourages organizations to implement AED programs to increase the chances of survival for people who have heart-related emergencies. An AED is a device that analyzes a heart rhythm and prompts the user to deliver a shock when necessary. With an AED program, a person will be better prepared to save the life of a person with a heart-related emergency. VVCM reviewed the location and how to use them on 8/13/25.

AED's have been placed in the following visible and accessible locations:

- Nurse's Offices
- Multi-Purpose Rooms
- Gyms (Middle School Locations)
- Transportation
- District Office

A full description of the Buckeye Union School District AED Program can be found on our website www.buckeyeusd.org > Parent Resources > Nurse/Health Services.

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

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to 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. VVCM's administration reviews this at Back to School Night and by going in to the 5th-8th grade classrooms.

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.

The Board also acknowledges that gang activity is dangerous and threatening. Therefore, to ensure the health and safety of the students and staff in the District, the wearing or carrying of any clothing or symbol that denotes membership in such gangs or other groups which a detrimental effect on the academic atmosphere of the schools is not condoned. Action will be taken to keep District schools and students free from the threats or harmful influences of gangs or other groups which advocate drug or illegal, intimidating behavior.

The Board of Education thus authorizes the adoption of regulations prohibiting students from wearing inappropriate apparel as defined in the Rules and Regulations. In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5) In addition, the following guidelines shall apply to all regular school activities:

1. The district and school dress codes shall be enforced equitably on the school campus and at any school-sponsored activity by all staff members.
2. Shoes must be worn at all times.
3. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, depict weapons or images of violence, bear drug, alcohol or tobacco company advertising, or any likeness of, or reference to, the aforementioned subjects.
4. Clothing shall not advocate racial, ethnic or religious prejudice.
5. Clothes shall be sufficient to conceal undergarments at all times, covering the body from torso to mid-thigh. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than deemed appropriate by school administration.
6. Students maintain their freedom of speech/expression even if the school does not like the message; however, administration can limit expression if it results in a substantial disruption of the school environment or an invasion of the rights of others.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The Principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Valley View Charter Montessori Dress Code

Dress Code

Middle School Dress Code Policy

"The Governing Board expects that students will present themselves in an orderly manner which will not disrupt the educational program at school. Their appearance should be neat, clean, and acceptable to the general society and in keeping with the activity at school. The Governing Board considers this to be a judgment area of the site administrator or the school (BP 5132)." The dress code also applies to activities after school (e.g., dances, sports) and off campus (e.g., field trips, away sports).

The school administration recognizes that fashion trends may keep it from being easy for students to find appropriate clothing; however, it is important to maintain a proper learning environment. Parents/Guardians and students are requested to take the proper steps to ensure their school wardrobe meets the standards of the dress code.

Students are expected to “dress for school, not the pool.” We want to make schools a safe place for all kids. We believe that all students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming. Students should not feel “picked on” because their bodies developed differently. To that end, our dress code policy is as follows.

Dress Code Policy

The primary responsibility for a student’s attire resides with the student and their parents/guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Certain body parts must be covered for all students

Clothing must be worn so that private parts and torso are covered with opaque (not see-through) material.

Students must wear

Shirt—must be in alignment with above (1.a)

Bottom—pants, shorts, sweatpants, skirts, dresses, leggings must be in alignment with above (1.a)

Shoes—activity specific requirements are permitted for Life Fitness

Students cannot wear

Violent language or images, or symbols/abbreviations of such

Images or language depicting drugs or alcohol (or illegal items/activities), or symbols/abbreviations of such

Hate speech, profanity, pornography

Images, symbols, abbreviations, or language representing any of the above

Clothing that makes visible private parts and torso

Visible underwear

Bathing suits

Helmets, hats, or headgear (such as hoodies) that obscures the face, except as a religious observance or health requirements (like a mask)

The appropriateness of clothing in question per this dress code will be left to the discretion of the administration and/or designee.

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

The Governing Board recognizes the importance of providing safe ingress, and egress to and from a school site. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including practices relative to school facilities and equipment, outdoor environment, educational programs, and school-sponsored activities.

Staff is responsible for the proper supervision of students during school hours, while at school-sponsored activities, and while students are using district transportation to and from school. Certificated staff members are assigned supervision duties 15 minutes before and after school at appropriate locations. The following procedures are also utilized to ensure safe ingress and egress:

CAMPUS VISITORS

All visitors to the campus are required to check in with the site administration office and receive a visitor's pass. The visitor's pass must be worn in a visible location and clearly displayed. Persons on campus who are not displaying an appropriate visitor's pass will be challenged and directed to the office.

VEHICLE TRAFFIC

- When entering or leaving a school campus, drivers of vehicles shall follow all applicable traffic laws and:
 - o All traffic flow and direction patterns established, whether temporary or permanent, using cones, markings or other instructional signage.
 - o The physical and/or verbal directions of school staff assigned to parking or traffic flow duties.
 - o All directions provided by law enforcement or other school or public safety official.
 - o The school may partner with local law enforcement to provide traffic monitoring and enforcement of traffic laws if deemed necessary.

PEDESTRIAN & BICYCLE TRAFFIC

- Students who ride bicycles to school are encouraged to wear appropriate safety helmets and must do so if required by law. Additional information on CA helmet laws can be found at: <https://www.bicyclelaw.com/california-bicycle-laws/california-bicycle-helmet-law/>
- Students who walk or ride bicycles to or from school should follow all general pedestrian safety guidelines including:
 - o Appropriate use of sidewalks.
 - o Use crosswalks where available and safe street crossing strategies where not marked.
 - o Use of crossing signals and or following the direction of crossing guards (where stationed).
 - o Walk in groups or pairs whenever possible.
- Students who are approached by strangers or observe any concerning behavior should report it to an adult on campus as soon as possible.

The Governing Board also recognizes the importance of providing safe ingress and egress for individuals with access or functional needs. Information regarding students that may require assistance with ingress, and egress to and from a school site is contained in our SIS system. This information will be shared with the appropriate parties (in accordance with all applicable laws & regulations) to ensure that these individuals have a safe means of ingress, and egress to and from school. Special care will also be given to emergency situations, and means of emergency egress will be confirmed from all locations on a site to the designated evacuation sites. The appropriate parties will be trained on the emergency procedures, and these procedures will be practiced during any emergency preparedness drills.

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

Component:

Safe School Environment

Element:

School Wide Culture, Climate and Safety

Opportunity for Improvement:

The opportunity for improvement would be utilized via the various survey data that we would collect.

Objectives	Action Steps	Resources	Lead Person	Evaluation
A school-wide set of rules for acceptable student behavior, agreed upon by staff consensus, will be clearly communicated and reinforced by school staff to parents and students.	PBIS Tier 1 and Tier 2 teams will lead staff in enhancing and refining the school-wide proactive discipline and culture. Staff and Administration will teach students and parents so we can all know and support our VVCM students. To build upon our PBIS videos will also add videos on:	Budgeted money towards PBIS Training Budgeted money towards release time to plan for Virtual RISE Assemblies, SWIS Data/ODR's/ and PBIS roll-out.	Paul Stewart- Principal Amanda Alessandro- Principal of Middle School	Survey of the staff and students Parent survey
PBIS/International Baccalaureate Learning Profiles	PBIS RISE will be published, explained and displayed in every school room	Each class will be given a copy of the RISE Poster and allocated time to collaborate.	Valerie Bustos- Secretary	Survey of the staff and students Parent survey
Establish funds to help students participate virtual field trips or social stories to continue build our culture and climate.	Mental Health Team will begin year one of TK-8th. This will include weekly lessons in each classroom, newsletters, projects, and a principal message.	Trainings and collaboration on Mental Health	Emily Flitsch- psychologist and Elinore Strong- Counselor	Pre and post survey
Establish funds to for each grade level to have an author come and present to their class or grade level as a role model in academics.	Research social stories or virtual field trips that match with the standards of each grade level so that it is an extension of the the classroom to enhance and inspire students.	Budgeted money for students who can't afford the field trip or to offset costs larger costs of field trips.	Paul Stewart- Principal Grade Level Leaders	Survey of staff, students and parents
VVCM follows all safety protocols and keeps staff, students and community informed on the safety of VVCM.	Research authors who can enhance the curriculum of each grade level that they would be doing a writers workshop or an (virtual) assembly at VVCM and Meet with teachers before hand to ensure the author is one that they feel would be a good match for their teaching and their students.	PTO budget to support this program	Paul Stewart- Principal	Survey of staff, students and parents
School-wide Zones of Regulation	Safety Drill Schedule in conjunction with law enforcement to assist VVCM running as safe as can be.	Local Law enforcement agencies	Paul Stewart- Principal	Survey of staff, students and parents

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff and Parent Education on Drug Prevention	Annual Safety Day with law enforcement for advice	Time for trainings with yard supervisors during first week of school. Follow up weekly to monthly meetings to ensure fidelity.	Paul Stewart- Principal Amanda Alessandro- Principal of Middle School	Pre- Post Observation Survey of staff ODR Data in SWIS
Staff and Parent Education on Safety and Active Shooter	Training for all staff on Zones of Regulation and updates on staff collaboration days.			
VVCM had a Passport Recess for the first two weeks at school. All staff and students know and understand school and recess procedures. This also reviewed by VVCM's PE Teachers.	Updates and training for on Collaboration Days			
	Parent education night for Zones of Regulation and PBIS			

Component:

Safe School Environment

Element:

Physical Environment and Campus Safety

Opportunity for Improvement:

The opportunity for improvement would be utilized via the various survey data that we would collect and campus walk thrus with Local Law/Fire Departments.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Classroom conditions will provide an orderly learning environment, that will enhance the learning experience and promote positive interactions among students and staff	Daily check ins with the custodial staff to review agenda for the day and admin will do classroom walkthroughs. Annual Williams Act Inspection PTO Campus Beautification Bi-Monthly Office Meetings	PBIS Videos in regards to campus safety	Paul Stewart and Amanda Alessandro-Admin Head custodian	Surveys and Williams Act Survey
Train yard supervisor staff on proper cleaning techniques. Train yard supervisor and staff, PBIS, and in Passport Recess to ensure safety rules are followed.	All yard supervisors will complete pest management training to clean all tables and furniture that needs to be clean for safety. All yard supervisors will participate in an hour training during the first week of school in regards to safety and recess/lunch procedures.	PBIS Videos on safety. Time to take the training and time to review all areas to clean with Principal.	Paul Stewart and Amanda Alessandro-Admin Kelli Cooper- BCBA	SSC Meetings and Head Custodian/Head of Facility meetings. Staff survey ODR Data- SWIS
Students, parents, and staff will work together to ensure that strategies are in place to build a sense of community within the school, so that all can feel pride in their school and feel that they are important members of the team.	iDays, Collaboration Meetings, Site Council, Safety Committee and PTO, Teacher Clarity and Target Collaboration, Days. Premeeting with the Director of Curriculum to ensure that all topics are covered. Follow up with each grade level at Collaboration	Release time for subs during the day for target collaboration. Funds in the budget, if needed, from Target Collaboration meetings for teaching resources.	Paul Stewart and Amanda Alessandro-Admin	Annually and Parent Survey
Staff and Parent Education on Safety and Active Shooter				
Staff and Parent Education on Zones of Regulation	Plan meeting in conjunction with PTO. January, 2026.	Zones material and information for parents	Adming and Counselor	Post Survey

Component:

Safe School Environment

Element:

Characteristics of Staff and Student Connection and Relationships

Opportunity for Improvement:

Activities to Address Personal Characteristics Of Students,School, Staff and Community It is difficult, if not impossible, to create a safe school plan without a clear knowledge of the people, community, students and staff.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Annual Parent Survey	Review with staff, SSC, PBIS and Admin	Survey Monkey	Administrators	Annually
5th Grade and 7th Grade Annual California Healthy Kids Survey	Review with staff, SSC, PBIS, and Admin	Chromebooks	Administrators and Teachers	Annually
5th Grade and 7th Grade Culture and Climate Survey (VVCM)	Review with staff, SSC, PBIS, and Admin	Chromebooks Release time or collaboration to review and set goals for survey	Teachers, Admin	quarterly
PBIS Tier 2 Training for the staff with a focus on recess and ensuring that staff follows VVCM's PBIS Flow Chart	Bi-monthly meetings for the internal team and updates at each Collaboration meeting. Training that is 3 hours or longer will be on inservice days, as well. PBIS State Conference 2025 for new members of the PBIS Team.	Release time for trainings. Release time for internal PBIS Team for planning to train the staff and plan for implementation.	Admin and PBIS Team	Monthly meetings for the internal team and updates at each Collaboration meeting. Training that are 3 hours or longer will be at inservice days, as well.
Students, parents, and staff will work together to ensure that strategies are in place to build a sense of community within the school so that all can feel pride in their school and feel that they are important members of the team.	Collaboration Meetings Site Council, Safety Committee and PTO Teacher Clarity and Target Collaboration Days.	Release time for subs during the day for target collaboration.	Administration	Annually
Classroom pre-post surveys	Each teacher will conduct a class survey to gain insights on their classrooms environment and culture.	Training on surveys and interpreting surveys	Grade Level Rep and administration	Trimester
SE promotes social and emotional learning of young children. Implementation of Zones of Regulation (see VVCM's website under counseling for more information https://sites.google.com/buckeyeusd.org/busd-student-services)	The counselor and Psychologist will meet with all students in each K-8th grade to introduce what are "Social Skill's and "Strong Kids" curriculum. Every class will receive these lessons and then teachers can recommend students for groups that need a higher degree of help.	Curriculum for Strong Kids and Social Skills Release time for prep to plan for Counselor and Psychologist	Administration, Counselor and Psychologist	Each Trimester, with Google Form

Mental Health or Social Emotional Lessons that dovetail PBIS/IB program.	Mental Health Team will begin year one of TK-5th Grade Second Step Program. This will include weekly lessons in each classroom, news letters, projects and a principal message.	Release time to plan and prep	Administration, Counselor and Psychologist	pre and post assessment
Stakeholder surveys (LCAP)	Obtain data from all stakeholders of VVCM	Survey Monkey	Administration and LCAP Committee	Annually
PBIS, Zones of Regulation and IB ATL Skills	Monthly RISE Assemblies that are student led. Staff collaboration updates and training	ZOR and PBIS Tier 1 and 2 teams	PBIS Tier 1 and 2 Teams	Annually

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

Valley View Charter Montessori TK-8th Grade Student Conduct Code

Under California Law, students will be held strictly accountable for disorderly conduct on school property and on the way to and from school. Students are expected to follow the directions of school personnel while on school property, on the way to and from school, and at any school function. Students are expected to conduct themselves in a manner that will bring credit to themselves, their parents, and the school at all times. VVCM has adopted the Referral/Merit system in the Middle School. At the same time, the RISE acronym was changed from the TK-5th to reflect IB terminology and MS age words. In TK-5. PBIS is used as Tier 1 and Tier 2 support and worked in conjunction with the one of the two school district BCBA's to ensure that in depth behaviors and needs were being met and recognized.

Conduct Code Procedures

The Valley View Charter Montessori student handbook can be found at: <https://vvm.buckeyeusd.org/parents/studentparent-handbook>

(K) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. VVCM uses "STOPit Anonymous Reporting System", which allows individuals to anonymously report safety, misconduct, or compliance concerns to help others or to relay information to site administration.

(L) Procedures to Prepare for Active Shooters

Procedures for Active Shooter

PURPOSE: These procedures are intended to provide guidance in the event an individual is actively shooting persons at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA). Our active shooter response plan is based on giving employees authority to make crucial decisions that will save lives. School shootings typically end within just a few minutes, before law enforcement arrives.

DEFINITIONS: An active shooter is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people on Buckeye Union School District's grounds. In most cases active shooters use firearm(s) and display no pattern or method for selection of their victims. In some cases, active shooters use other weapons and/or improvised explosive devices to cause additional harm to victims and act as an impediment to police and emergency responders. These devices may detonate immediately, have delayed detonation fuses, or detonate on contact.

A Lockdown may be a component of any emergency but is not an automatic response to an active shooter killing students and staff on campus. Instead, it is recommended you RUN, HIDE, or FIGHT.

PROCEDURES:

The first employee to identify an active shooter situation will alert others at the site. Use the loudest, most wide-ranging form of communication available. A VVCM School we will use the emergency lockdown alarm, PA system, radios, telephones, and email. Do not use the fire alarm.

Speak in plain language, using the words ACTIVE SHOOTER.

Location of the incident.

Physical description of the shooter(s).

Type of weapon (if known).

Any employee who is at a location distant and out of immediate threat from the active shooter will immediately call 911 to inform them of all details available.

The phone call to 911 (from the area where the caller is safely concealed) should provide the following information to the 911 operator:

Description of shooter(s) and possible location.

Number and types of weapons.

Shooter's direction of travel.

Location and condition of any victims.

POTENTIAL RESPONSES

In response to an active shooter event there will be three potential courses of action. Employees are granted the authority to choose the course of action that they feel will result in the best outcome for them and their students.

You can choose to RUN, HIDE, or if necessary FIGHT.

RUN

If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:

Have an escape route and plan in mind that will get you and your students out of danger.

Assist children or others who cannot run to the best of your ability.

Leave your belongings behind.

If not in charge of students, evacuate regardless of whether others agree to follow.

Prevent others from entering an area where the active shooter may be.

Keep your hands visible.

Follow the instructions of any Police Officers/First Responders.

Do not attempt to move wounded people.

Call 911 when you are safe.

Go to the pre-arranged site(s) agreed upon for your site. VVCM identified evacuation sites are Oak Meadow and The District Office

HIDE

If evacuation is not possible, find a secure place to hide where the active shooter is less likely to find you or be able to directly engage you. Follow these recommendations:

IF AN ACTIVE SHOOTER IS NEARBY

Lock the door and barricade with all heavy furniture and equipment in the room.

Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.

Turn off any source of noise: Radios/TV/Learning devices.

USE COVER (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.

USE CONCEALMENT (anything that will protect you from being seen): darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.

Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc). Use your escape route as soon as you determine it will enhance your survivability. See RUN above.

IF AN ACTIVE SHOOTER IS VERY CLOSE

Lock the door if possible but do not make noise moving items in the room to barricade the door. Follow all the other recommendations above. Get ready to RUN or FIGHT if the shooter gains access.

FIGHT

If it is not possible to Run or Hide and you are confronted face-to-face with an active shooter then you may choose to distract or incapacitate the shooter long enough to increase survivability for yourself and your students. Follow these recommendations:

Act as aggressively as possible against the shooter.

Yell, create confusion, and distract the shooter in any way possible.

Throw items at the shooter.

Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).

Help others when possible if you see them attempting to incapacitate the shooter.

Ensure students are evacuating as rapidly as possible from the active engagement area.

Once started, commit yourself to the defensive physical actions.

LAW ENFORCEMENT RESPONSE

Law enforcement personnel will arrive to respond to the emergency. Follow these recommendations:

Comply with all police instructions. The first responding officers will be focused on stopping the active shooter and that is all. As others arrive they will be clearing areas for follow-on emergency and medical teams.

Remain calm, do what you are told without arguing or second-guessing. If you have information about additional shooters or hazards inform them clearly.

Put down any items in your hands, raise your hands when coming in contact with officers.

Keep your hands visible at all times.

Avoid making quick movements toward officers. Do not try to hold on to them or get close to them for safety.

Avoid pointing, screaming, yelling.

If you find a weapon or have taken a weapon from an active shooter DO NOT carry it out in your hands. If safe, leave it where it is. If it is not safe to leave it where it is then attempt to put in a safe location, or bring out in a small container such as an office trash can.

Put it down as soon as you see law enforcement and tell them what it is.

When evacuating, go the direction the officers are coming from. Do not ask for directions or help.

When appropriate, be able to provide information that you know:

Number of shooters.

Identity and description.

Number of victims you saw and location.

Type of problem that caused the situation.

Type and number of weapons possibly in the possession of the shooter.

Number and location of individuals still in the building or in danger.

Keys, codes, or access information to all areas.

POST-INCIDENT ACTION

When the police have determined that the active shooter emergency is under control, an "ALL CLEAR" will be given. You may not be allowed back into the school.

Medical Assistance:

Ensure first aid is applied as soon as possible, when in a safe area.

Treat severe bleeding and life-threatening wounds first.

Enlist all available help to prevent loss of blood, shock, and other trauma conditions.

Report all injuries to medical authorities on site as soon as possible.

For non-emergency employee injuries, contact the SIA (Schools Insurance Authority) at (916) 364-1281 for treatment instructions. In emergency medical situations, call the number as soon as you can following treatment to ensure your Workers Compensation Benefits are engaged.

Accountability:

If in charge of students, attempt to gain accountability as soon as possible.

Communicate your status and the accountability of your students by phone, email, or Blackboard Connect.

Students will be returned to parents in the following manner: Students will be gathered in the Multi-Purpose Room, or one of the two predetermined evacuation sites Oak Meadow or The District Office).

Counseling:

Following an active shooter event, counseling and support will be provided.

Employees and family members can contact the El Dorado County Behavioral Health Department at <https://www.edcgov.us/Government/MentalHealth> or (530) 621-6290. for additional resources.

OSHA. In the event there is a fatality or an employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within 8 hours. In the event of a hospitalization, OSHA must be notified within 24 hours. Human Resources/Office personnel will ensure that the SIA Early Intervention Nurse has all the information needed to make this report on the district's behalf.

Media. The district will designate a representative(s) who will respond to any media requests for information. The representative(s) will carefully consider the nature of any such requests to avoid disclosing confidential and/or protected information that is protected by Federal and State privacy and medical information laws and regulations. Care will be taken to avoid relaying information that could interfere with any ongoing federal or local law enforcement or district investigation.

REFERENCES:

US Department of Homeland Security Active Shooter How-To-Respond, October 2008

US FBI Active Shooter Planning and Response in a Healthcare Setting, April 2015

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute Active Shooter Response Procedures, 2016
www.alicetraining.com

WORKPLACE VIOLENCE - ACTIVE SHOOTER RESPONSE, Mark A. Lies, II. www.seyfarth.com

Valley View Charter Montessori's (VVC M) staff training on Active Shooter by the OES was on November 2025

VVC M's principal attended and active shooter training on September 26th, 2024 at the County Office of Education.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

Definitions

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

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

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyber-bullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

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

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

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

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

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

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

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

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

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

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

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

Reporting and Filing of Complaints

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

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

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

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

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

Discipline/Corrective Actions

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

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

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

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

Opioid Prevention and Life-Saving Response Procedures

SB 10 requires school safety plans for schools serving students in grades 7-12 to include protocol for responding to a student's Opioid overdose. To meet this requirements, VVCM has added Naloxone (NARCAN) nasal spray, which can be found/retrieved from the Heath Clerk's Office if ever needed. Staff will also receive training from our district nurse related to the proper use of Naloxone. It is important to know that our school site currently has a number of emergency and rescue measures at our disposal, including an automated external defibrillator machine (AED) to restart hearth rhythms, Epinephrine auto-injectors in the case of a severe allergic reaction, and now Naloxone nasal spray in the event of a suspected Opioid overdose.

While VVCM will educate students about the dangers of substance use, we are also taking proactive measures to protect lives.

Response Procedures for Dangerous, Violent, or Unlawful Activity

To reduce the risk of an incident of targeted violence on our campus, VVCM follows a comprehensive protocol that helps to identify individuals whose behavior causes concern and through this protocol, facilitates communication of those concerns to the involved parties. Outside agencies (law enforcement, CPS, etc.) are often brought into the process if needed. Once identified and communicated, the involved parties will collaborate to conduct a threat assessment and refer the individual to appropriate services.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 9/1/25 and adopted by Valley View Charter Montessori TK-8th Grade on 10/27/25 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Valley View Charter Montessori TK-8th Grade will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- Safety Information Nights

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Buckeye Union School District (BUSD) will use the school messaging system (e.g. Finalsite Connect, text messages, emails, and ALMA) and update the district website. The LEA and school will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, district personnel will meet to discuss the best way to communicate with staff and families.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Whole School Safety and Prevention Plan through the use of PBIS

1. System to connect with students and families to promote attendance.
2. The District and School will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Professional development time to increase trauma knowledge and skills.
5. Engage staff in professional development about mental health de-stigmatization.
6. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
7. Conduct routine check-ins using a trauma-and resilience-informed lens.
8. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, Finalsite Connect, and ALMA).

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, and more.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Valley View Charter Montessori TK-8th Grade will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

As required, VCCM will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Valley View Charter Montessori TK-8th Grade remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

BUSD has three primary instructional models: In-Person Model, Hybrid Learning Model, and Distance Learning Model. The In-Person Model is traditional in-person instruction five days a week with enhanced safety protocols, with some modified block scheduling. The Hybrid Learning Model combines in-person instruction with asynchronous distance learning. The Distance Learning Model involves all instruction delivered remotely through synchronous and asynchronous learning. Each model has specific instructional minute requirements that must be met daily, and core instruction is to be delivered using the district's adopted curriculum. Assessments are a crucial part of the instructional plan. BUSD uses both local and state assessments to monitor student learning. Local assessments include but not limited to, the IReady Diagnostic for Mathematics and Reading. State assessments include the ELPAC (English Language Proficiency Assessment of California) for English learners and the CAASPP (California Assessment of Student Performance and Progress), which includes the Smarter Balanced tests in English Language Arts and Math and the California Science Test. These assessments will be administered in person when possible, but the district would prepare to administer some assessments remotely. The plan also describes requirements for the use of specific assessments to ensure that students identified

with special learning needs continue to have their needs met through the use of these assessments in identifying specific accommodations that must be provided.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered will align with expectations of access and equity.

The school district would provide Chromebooks to each student. BUSD are committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. Additionally, BUSD would provide internet hotspots to students who do not have access at home. BUSD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We currently use Clever and Google Classroom, so all digital resources and classwork are in one place. Students have access to both at school and outside of school

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

BUSD utilizes Google Classroom, where students have equitable access to curriculum and are able to submit school and homework electronically. "Distance learning" is defined as instruction where the student and teacher are in different locations. It utilizes technology for interaction, instruction, and check-ins, including video or audio lessons. In this model, students are expected to have access to wifi, a device, and a quiet study space. They should engage in digital learning activities, understand their assignments, ask for help when needed, and submit work by deadlines. Teachers are expected to prepare rigorous, standards-aligned lessons using the district's curriculum. They must monitor communications for updates, adhere to the Instructional Continuity Plan, and follow a synchronous schedule. Teachers are to use digital platforms like Google Classroom for lessons, assignments, and communication. They are also required to use Zoom or Google Meet for synchronous instruction and may record lessons for asynchronous access. Teachers also hold "office hours" for student and parent support.

BUSD would utilize a combination of synchronous (live) and asynchronous (independent) learning activities to meet daily minimum instructional minute requirements. In a In-Person model this is met primarily through in-person time, and in Hybrid and Distance Learning models the amount of time dedicated to asynchronous learning is determined by grade level and designed to ensure students are engaged in academic work at a minimum. The district tracks participation in synchronous sessions, completion of assignments, and teacher-student contact to document attendance in all models. For in-person attendance, the district continues its traditional attendance practices.

For distance learning, SB 98 mandates documentation of daily participation, not just presence, for students. This includes participation in online activities, completion of assignments, assessments, and contact with a school employee. A "weekly engagement record" is required for each student. Absences are marked for non-participation. Students who miss three days of work are targeted for re-engagement efforts. Independent Study program attendance is tracked based on completed work and student/teacher meetings. In each case, documentation is a mandatory component for state reporting and compliance standards. Teachers are expected to communicate grading policies to students and parents, update gradebooks regularly, and provide regular progress reports. The plan establishes that progress reports and report cards will be sent as scheduled. In terms of support, the Instructional Continuity Plan focuses on providing intervention support for struggling students through teacher office hours, scheduled meetings, and other targeted help.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Valley View Charter Montessori TK-8th Grade provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

VVCM provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:
BUSD provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning: BUSD would work with surrounding community resources and facilities, this could include the county office of education, community college, partner districts and neighboring high school districts.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will have regular communication from District and/or school officials in case of an emergency school closure. BUSD will use the District messaging system (e.g. phone messages, text messages, emails, via Finalsite Connect and ALMA) and update the District website. The District and school will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. BUSD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom and Clever, so all digital resources and classwork are in only a few places. Students have access to both at school and outside of school.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

To ensure academic continuity during emergencies or unforeseen disruptions, Buckeye Union School District has developed a comprehensive instructional continuity framework that includes three primary instructional models. These models provide flexibility and preparedness across a variety of emergency contexts while maintaining a commitment to rigorous, standards-based instruction. The In-Person Instruction Model offers face-to-face learning five days a week. This traditional format is implemented with enhanced health and safety protocols in place. At the high school level, modified block schedules are used to improve instructional efficiency and minimize transitions throughout the school day.

The Hybrid Learning Model blends in-person learning with asynchronous remote learning during the remaining days. Time is set aside for professional collaboration among staff, and scheduled office hours to support student needs.

When full in-person instruction is not viable, BUSD activates the Distance Learning Model, wherein all instruction is delivered remotely using both synchronous (real-time) and asynchronous (self-paced) formats. Across all three models, the district ensures alignment with state-required instructional minutes and adherence to adopted, standards-aligned curricula.

Instructional delivery in all models is centralized through Google Classroom and Clever, the district's learning management system (LMS). Both serve as the digital hub for accessing assignments, assessments, resources, and teacher communications.

Supplementary digital tools are also available through district-supported platforms. Teachers are expected to design rigorous, standards-based lessons, engage consistently with students and families, and maintain at least one designated weekly office hour, to provide academic support.

Students are required to access Google Classroom daily, attend synchronous sessions via Zoom or Google Meet, complete asynchronous learning tasks, request help when needed, and submit assignments on time. Attendance is tracked using a combination of student participation in synchronous instruction, assignment completion, and documented interactions with educators.

BUSD documents student attendance through engagement records and flags students with three or more days of non-participation for re-engagement outreach. Independent Study program students are tracked based on submitted work and regular check-ins.

Assessment remains a key pillar of instructional continuity. BUSD uses a mix of local assessments, such as the IReady Math and Reading Diagnostic, alongside state assessments, including the ELPAC and CAASPP suite (SBAC for ELA/Math and CAST for science). Assessments are administered in person when possible, with contingency plans for remote administration if needed. Students with IEPs or 504 plans are supported with appropriate accommodations and services.

To ensure equitable access to digital learning, the district operates a 1:1 Chromebook program, providing each student with a district-issued device and loaner replacements as needed. For students lacking reliable internet, the district offers mobile hotspots, access to on-campus internet (as permitted by public health guidance), and printed instructional materials when necessary.

Technical assistance is available year-round through a help desk, training sessions, and other district platforms.

BUSD's Instructional Continuity Plan is grounded in principles of equity, access, and flexibility. The plan supports students facing barriers—technological, linguistic, or personal—through individualized accommodations and flexible schedules that account for wellness, family needs, and differentiated learning styles. Single sign-on access via Clever simplifies login for all district-supported platforms.

Teachers adhere to Board Policy (BP/AR) on grading, with clear criteria, weekly gradebook updates, and timely feedback. Progress reports and report cards are issued on the standard schedule, and educators maintain consistent communication with families. Staff proactively engage students who are at risk of falling behind.

In the event of an emergency or extended school closure, BUSD is prepared to transition to hybrid or remote instruction within 10 instructional days. This shift will comply with California's Independent Study Education Code and prioritize the safety, accessibility, Comprehensive School Safety Plan 36 of 66 8/20/25 and academic success of all students

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The Buckeye Union School District is deeply committed to promoting equity, accessibility, and inclusion across all instructional models, particularly during emergencies. The district affirms that every student—regardless of ability, background, or life circumstance—deserves uninterrupted access to high-quality education and support services. Recognizing the unique needs of students with disabilities, English Learners, foster youth, students experiencing homelessness, and others facing systemic or situational barriers, BUSD has instituted a range of targeted provisions to ensure that learning remains inclusive and responsive. Students with Section 504 Plans will continue to receive the accommodations outlined in their individual plans, with school site teams convening (virtually, if necessary) within the first six weeks of school or after any significant shift in instructional modality to review and update supports. BUSD staff are tasked with ensuring these accommodations are implemented effectively in both in-person and remote learning environments.

For foster youth and students experiencing homelessness, the district's Foster and Homeless Youth Liaison coordinates comprehensive supports aimed at ensuring stability and academic success. These students are enabled to remain in their school of origin when feasible and are provided with essentials such as school supplies, clothing, transportation assistance, and access to food services and mental health resources. Each student is assigned a school-based support contact to monitor their academic engagement and overall well-being. Additionally, they receive priority access to technology, including Chromebooks and Wi-Fi hotspots, as well as tailored academic support. All outreach and services are delivered in students' home languages and are designed to be culturally responsive.

Students with Individual Health Plans (IHPs) are also supported through proactive outreach. School nurses and support staff contact families at the start of the school year or after an emergency to review and revise healthcare plans. When in-person meetings are not feasible, virtual or phone check-ins are conducted to ensure continuity of medical support. BUSD takes deliberate steps to guarantee that essential medications and health supplies are accessible across all instructional settings, including during school closures.

Through these coordinated efforts, BUSD upholds its commitment to fostering a learning environment where every student has the opportunity to thrive, no matter the circumstances.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

BUSD ensures that students with disabilities continue to receive a Free and Appropriate Public Education (FAPE) during emergencies through all instructional models. Instruction and services are aligned with each student's Individualized Education Program (IEP) and delivered with fidelity in both in-person and remote learning environments.

IEP Implementation: Lessons and learning tasks will reflect students' IEP goals and designated accommodations or modifications. IEP teams will determine how to maintain services during emergencies, including participation in Independent Study if appropriate.

Service Delivery: Specialized academic instruction and related services will be provided through a combination of live (synchronous) instruction and asynchronous resources. Services may include individual and small-group virtual sessions, in-class supports, and teletherapy for related services.

Collaboration: Special Education teachers and providers will work closely with general education staff to ensure instructional alignment and access. Schedules will be coordinated to avoid conflicts between core classes and IEP service sessions.

Progress Monitoring: Teachers will use multiple measures—including participation, assignment completion, and assessment data—to monitor progress. Data will inform instructional adjustments and service revisions as necessary.

Assistive Technology: Students will be provided access to necessary devices and digital tools as outlined in their IEPs to ensure equitable access to online instruction.

Family Communication: IEP meetings may be held virtually or by phone, with translated documents and interpretation services provided as needed.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

The Buckeye Union School District is committed to ensuring that English Learners (ELs) receive comprehensive and equitable instruction through a well-structured framework aligned with the California English Learner Roadmap and research-based practices for language development. Across all instructional models—including in-person, hybrid, and remote learning—EL students are provided with both designated English Language Development (ELD), which targets language instruction based on individual proficiency levels, and integrated ELD, which is embedded within content-area instruction to promote language acquisition in academic contexts.

Oral language development is emphasized during synchronous instruction, while asynchronous materials are designed to strengthen listening, reading, and writing skills in alignment with subject-area content. Teachers consistently monitor students' language growth and academic progress through formative assessments and English Language Proficiency Assessments for California (ELPAC) data, using this information to implement timely and targeted instructional interventions.

BUSD maintains strong partnerships with families through English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings.

The district remains committed to administering both initial and summative ELPAC assessments in accordance with California Department of Education (CDE) guidelines and local public health protocols, ensuring that English Learners continue to receive the support and recognition necessary for their linguistic and academic growth.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Buckeye Union School District is dedicated to cultivating a culture of continuous professional growth that empowers educators to deliver high-quality instruction across all learning environments, whether in person, hybrid, or remote. The district offers ongoing professional development opportunities designed to equip teachers, administrators, and support staff with the skills and knowledge necessary to respond effectively to instructional disruptions and to meet the diverse needs of students. Training sessions focus on the integration of digital tools as well as instructional strategies aligned with Universal Design for Learning (UDL), standards-based planning, and student engagement. Educators also receive targeted support on implementing social-emotional learning (SEL), Comprehensive School Safety Plan 38 of 66 8/20/25

culturally responsive teaching, and trauma-informed practices.

To foster collaboration and peer learning, BUSD utilizes designated collaboration time on Wednesdays. These forums allow teachers to co-plan lessons, analyze student data, and share best practices, particularly in adapting instruction for remote and hybrid settings. Specialized training is also provided to support English Learners and students with disabilities, including the use of assistive technology, language scaffolding, and co-teaching models. The district ensures that paraprofessionals and classified staff are also included in relevant professional development aligned with their roles.

Professional learning is evaluated and refined based on staff feedback, student performance outcomes, and school site needs.

Crosssite task teams, composed of key teacher leaders and administrators, are created to gauge emerging educator needs during periods

of remote or hybrid instruction to formatively assess educator professional learning needs and plan for responsive training and support services. Partnerships are also formed with the El Dorado County Office of Education to leverage professional learning opportunities to ensure effective remote instruction. Through this commitment to responsive, relevant, and inclusive professional development, BUSD ensures that its educators are well-equipped to maintain instructional continuity and uphold academic excellence in any learning context. Additionally, instructional coaches are prepared with tools for providing 1:1 coaching and mentorship through a virtual platform to ensure continuity of educator professional growth.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The Buckeye Union School District is deeply committed to supporting the mental, emotional, and physical well-being of its students, families, and staff, particularly during times of emergency or disruption. The district recognizes that academic success is closely linked to health and wellness, and therefore ensures that all students continue to have access to professional support services, regardless of the instructional model in place. The district is equipped with a robust wellness team, including credentialed school counselors, licensed therapists, wellness counselors, and behavioral health specialists. These professionals are trained to address a wide range of student needs—from stress and anxiety to crisis intervention—and are available for one-on-one sessions, group counseling, and drop-in support. During distance or hybrid learning, these services are maintained through virtual formats such as secure video conferencing, phone consultations, and digital outreach.

Plans to provide access back-up, water and medicines in the event of an emergency.

BUSD implements a Multi-Tiered System of Supports (MTSS) to ensure that wellness services are equitable and responsive to varying levels of student need. Tier 1 supports include districtwide social-emotional learning (SEL) programming, mindfulness practices embedded in the classroom, and wellness awareness campaigns. Tier 2 services focus on students requiring targeted small group interventions or short-term counseling. Tier 3 services are reserved for students needing intensive, individualized mental health support, including those at risk of self-harm or navigating significant trauma. The district collaborates closely with community organizations to expand access to therapeutic care, substance use counseling, and referrals to medical providers, particularly during school closures or widespread emergencies.

In addition to student-centered services, BUSD prioritizes the wellness of its educators and support staff. The district provides professional development in trauma informed practices, self-care strategies, and managing secondary traumatic stress. Staff members also have access to the Employee Assistance Program (EAP) and site-based wellness initiatives designed to promote resilience and well-being. Through this comprehensive and responsive approach, BUSD ensures that physical and mental health supports remain a central pillar of instructional continuity and student success.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

BUSD maintains a proactive approach to emergency preparedness to ensure the safety and well-being of all students and staff Comprehensive School Safety Plan 39 of 66 8/20/25 during natural disasters or prolonged school closures. Each school site is equipped with strategically stored backup supplies, including food, water, first aid materials, and other emergency provisions sufficient to support students and staff for multiple days. These supplies are routinely monitored and replenished to maintain readiness. In addition to essential food and water reserves, school health offices maintain access to critical student medications and medical supplies needed to support students with Individual Health Plans (IHPs) or chronic conditions. In the event of a power outage or disruption to services, sites are prepared to secure and distribute these resources as needed. BUSD also works closely with local emergency services and public health agencies to ensure a coordinated response and, if necessary, access to additional supplies or support during extended emergencies. BUSD is committed to ensuring the continuity of essential student support services—including special education, counseling, afterschool programs, and food and nutrition services—during any emergency or transition to hybrid or remote instruction. Special education services will continue to be provided in alignment with students' Individualized Education Programs (IEPs), including specialized academic instruction, speech and language services, and other related supports. These services will be delivered in person when possible, or through virtual formats and flexible scheduling to meet individual student needs when remote learning is required. School counselors and wellness staff will remain accessible to students for academic guidance, mental health support, and crisis intervention through scheduled appointments, digital check-ins, and virtual office hours. After-school enrichment programs will adapt to online platforms when necessary, offering virtual tutoring, clubs, and structured social opportunities that promote continued engagement and learning beyond the school day. Additionally, BUSD's Nutrition Services Department will ensure uninterrupted access to meals for all students. In remote or hybrid scenarios, meals will be distributed at designated school sites as "grab-and-go" packages, with communication provided in multiple languages to ensure all families are informed. The district is

prepared to adjust these services based on public health guidance, always prioritizing the safety, access, and well-being of the school community.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

The development of Buckeye Union School District's Instructional Continuity Plan (ICP) was informed by broad stakeholder engagement, ensuring the plan reflects the diverse needs of the school community. Input was gathered from administrators, faculty, technology staff, students, and families through a variety of methods, including surveys, advisory meetings, and community forums. The district particularly prioritized feedback from its LCAP Advisory Committee, Budget Advisory Committee, DELAC, and other parent and student groups to identify barriers to access, support needs, and priorities for academic and social-emotional continuity. This input played a key role in shaping decisions related to instructional models, technology access, student wellness, and support for vulnerable populations. The collaborative process ensured that the ICP is responsive, inclusive, and aligned with the district's equity-focused mission.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Before resuming in-person instruction following an emergency or disruption, Buckeye Union School District will assess a comprehensive set of conditions to ensure the safety and readiness of all school sites. These conditions include the lifting of any local or state evacuation or shelter-in-place orders, the restoration of essential utilities such as electricity, internet, and clean water, and the assurance of safe air quality for students and staff. Facilities must be free from structural damage, debris, or hazardous materials, and sufficient staffing must be available to support both instruction and operations. In addition, food services, transportation systems, and health and safety protocols must be fully operational. BUSD will collaborate with local public health officials, emergency services, and county agencies to determine when it is safe to reopen schools. Once these conditions are met, the district will communicate a reopening timeline and procedures clearly to students, families, and staff through multiple channels in all applicable languages.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Valley View Charter Montessori TK-8th Grade's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Valley View Charter Montessori TK-8th Grade's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This Instructional Continuity Plan (ICP) will be included as an integral component of VVCM's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually through the Comprehensive School Safety Plan update process before March 1, 2026

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

This policy outlines the procedures for ensuring a safe and accessible educational environment for all students and staff, regardless of immigration status, as required by California Senate Bill (SB) 98. This policy is incorporated into the Comprehensive School Safety Plans for the Buckeye Union School District.

- **Confirmation:** The site administrator or designee will verify the presence of immigration enforcement on the school grounds through direct observation or confirmation from law enforcement or the district office. Upon confirmation of an immigration enforcement officer's presence, the school's administrative staff will immediately notify the Superintendent's Office and follow established internal safety protocols.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The district will issue an emergency notification through the district's mass communication system (e.g., automated call, text, and email platform) as soon as safely possible once the presence of immigration enforcement is confirmed. The message will be concise, factual, and supportive, prioritizing safety while avoiding the release of sensitive or personally identifying information. Simultaneous notification will be sent to staff using available notification systems to ensure teachers, administrators, and support staff are informed and can respond appropriately. The district will continue to provide updates through the established emergency communication channels as appropriate and safe to do so.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

BUSD will send notification to families and staff of an impacted campus as soon as possible following confirmation of the presence of immigration enforcement on a school campus, preferably prior to the end of the school day. BUSD may also send a District-wide communication no later than the same evening of a confirmed presence of immigration enforcement on a school campus.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Notification Content: The notification to parents and all school personnel will be sent via available mass communication systems and will include:

- The date and time the immigration enforcement was confirmed.
- The specific location on school grounds where the confirmed presence occurred.
- A hyperlink to additional resources, including relevant district policies and information regarding student and family rights.

Immediate Action: The safety of all students and staff is the top priority. All school personnel are directed to report any requests from immigration officials to the Superintendent's Office and not to provide any information or access without proper judicial authorization.

Privacy Constraint

The notification shall not include any personally identifiable information.

School and district personnel shall not disclose the personal information, citizenship, or immigration status of any student, parent, or staff member to immigration enforcement without a federal court order or as otherwise required by federal law. This policy ensures that personal information remains confidential and is not shared for the purpose of immigration enforcement.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

BUSD will utilize approved communication channels, including the FinalSite platform, Alma and school/district websites, to reach the required recipients. The BUSD Superintendent and Technology offices manages these communication methods for district-wide communications.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Notifications will include a hyperlink to the Immigration Resources page of the BUSD website, providing relevant district policies and information on student and family rights.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The BUSD SAFE Notification Procedures Plan will be reviewed and evaluated annually by all school safety committees. All relevant school and district personnel will also receive training on this plan and the specific procedures for responding to immigration enforcement inquiries.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

All BUSD safety-related plans and materials are maintained by the Superintendent's Office and Director of Facilities and are available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

BUSD's Site Administrator in conjunction with the Director of Facilities will ensure this communication plan is incorporated into all school safety plans on an annual basis

Safety Plan Review, Evaluation and Amendment Procedures

The Valley View Charter Montessori comprehensive safety plan will be reviewed, evaluated and amended (if necessary) October of each year.

Pursuant to Education Code Section 35294.6(a), the Buckeye Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

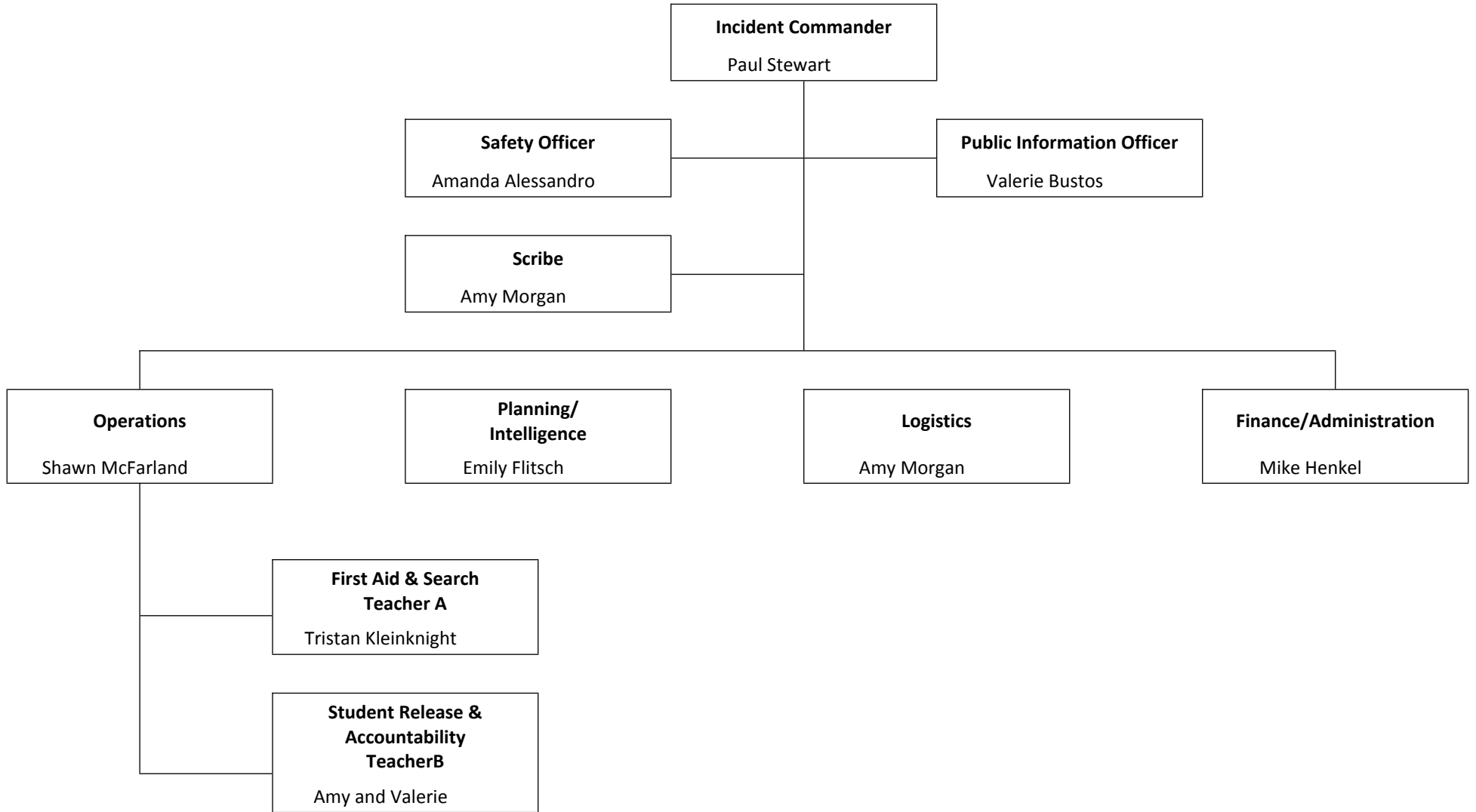
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Buckeye Union School District Office	(530) 677-2261 or (916) 985-2183	
Emergency Services	El Dorado County Sheriff's Department	(530) 621-5655 or 9-1-1	
Emergency Services	El Dorado County Emergency Medical Services	(530) 621-6500 or 9-1-1	
Emergency Services	El Dorado Hills Fire Department (Station 85)	(916) 933-6623 or 9-1-1	
Local Hospitals	Marshall Medical Center	(530) 622-1441	
City Services	El Dorado County Air Quality Management District	(530) 621-7501	
City Services	El Dorado County Animal Services	(530) 621-5795	
City Services	El Doardo County Behavioral Health	(530) 621-6290	
City Services	El Dorado County Child Protective Services	(844) 756-3699 or (530) 642-7100	
City Services	El Dorado County Disaster Preparedness and Response	(530) 621-7560	

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 Team Meeting - VVCM Safety Plan Review	10/22/25	Office Meeting in Conference Room
School Site Council - VVCM Safety Plan Review	10/27/25	Site Council Meeting in the Library
Leadership Team Meeting - VVCM Safety Plan Review	10/22/25	Conference Room
Staff Meeting - VVCM Safety Plan Review	10/23/24	MP
Board Meeting - VVCM Safety Plan Review	1/15/25	BUSD
School Wide Safety Day	10/17/24	at Valley View Charter Montessori
Staff Active Shooter and Safety Training by OES	11/13/24	MP

Valley View Charter Montessori TK-8th Grade 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, Planning and Intelligence, Operations, Logistic and Finance and Administration.

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

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck and Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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. The procedures below are recommendations:

Aircraft crashes into the school

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 9-1-1).
- 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.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash. Assist individuals who are unable to move on their own to the best of your ability.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Take Go Box.
- 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.

Aircraft crashes near school

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 9-1-1).
- 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 El Dorado County 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 so.

STAFF ACTIONS:

- Notify Principal.

- Move students away from immediate vicinity of the crash. Assist individuals who are unable to move on their own to the best of your ability.
- Remain inside with students unless subsequent explosions or fire endanger the building.

Animal Disturbance

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

El Dorado County Animal Control/Services

Phone: (530) 621-5795 and from El Dorado Hills - Phone: (916) 358-3555 ext. 5795

Address: 6435 Capitol Ave., Diamond Springs, CA 95619

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal.
- Close doors and use tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute a LOCKDOWN.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
- Contact the Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse or call 9-1-1.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside.
- Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Notify the Principal if there are any injuries.

Armed Assault on Campus

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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.

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:
 - Is the individual moving towards violent action?
 - Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is:
 - Sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or
 - Sufficient evidence of the unintentional infliction of emotional distress upon others.

- Initiate LOCKDOWN if appropriate.
- Notify police (dial 9-1-1), 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.
- Notify District supervisors or designee.
- 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. Assist individuals who are unable to move on their own to the best of your ability.
- If unable to do so, have students lie down and cover their heads. Keep students calm. Assist individuals who are unable to lie down and cover up on their own to the best of your ability.
- Inside the classroom, institute LOCKDOWN.
- Close all curtains and blinds.
- Remain with students until ALL CLEAR is given.

Biological or Chemical Release

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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 it usually appears 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 and/or procedures.

Outside the Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE. Shut off HVAC units and call 9-1-1. Provide location and nature of the emergency and school actions taken.
- Move to central location where windows and doors can be sealed with duct tape.
- Notify District supervisors 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:

- Notify Principal.
- Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION). Assist individuals who are unable to move on their own to the best of your ability.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.

Inside the Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger. Move upwind from the potential danger.
- Call 9-1-1. 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 Supervisors of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Wait to return to the building until it has been declared safe by local Haz Mat or appropriate agency.

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. Assist individuals who are unable to evacuate on their own to the best of your ability.
- 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.

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.

Bomb Threat/ Threat Of violence

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

1. If phone call, attempt to keep the caller on the line.
2. CAII 9-1-1 - OFF THE AIR- DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALKIE-TALKIES.
3. Principal notifies (or assigns a designee to notify) Asst. Principal, Support staff, Superintendent and other district administrators.
4. Intercom announcement, "Please do a quick 1-minute scan of your classroom or office for anything unusual."
 - a. (A Professional/law enforcement officer will decide (if it is a bomb-device or not).
5. Follow the directions of law enforcement, they will search perimeter, public areas, pool, etc. and assist with crowd control. Have extra school maps available for law enforcement.
6. Principal activates SEMS Plan (Standardized Emergency Management System), as needed.
7. Secure campus perimeter.

8. Evacuate, if deemed necessary. Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
9. Take roll and alert command center of any student not accounted for (telephone, intercom, communication devices, and/or email).
10. All Clear will be signaled by Principal after authorization from law enforcement.
11. Principal debriefs staff, parents/community, and students.
12. Student Release Procedures (only send students home before end of day if directed by Superintendent).
 - a. Use signs to designate "Request Student Pick-up Area and Release Students Area.
 - b. Use signs to direct parents how to line -up (e.g. alpha, grade levels, or room numbers).
 - c. Release younger students first.
 - d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" to verify authorized adults who can pick-up student. (RETAIN RECORDS)
 - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical Area, if necessary.

Bus Disaster

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

The BUSD transportation department maintains a record for each bus serving the district. These records contain rosters, including an emergency telephone number for each student assigned to ride the bus. On school field trips, 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.

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 District supervisors or designee.
- Notify school community about the incident and status of injured students and/or staff.
- Prepare news release for media, if appropriate.

STAFF ACTIONS AT THE SCENE:

- Call 9-1-1, if warranted.
- Notify Transportation Supervisor and site 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. Assist individuals who are unable to move on their own to the best of your ability.
- Document the names of all injured students and their first aid needs.

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.

Disorderly Conduct

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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

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.
- Notify District supervisors or designee
- 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:

- Report disruptive circumstances to Principal/Site Administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance. Assist individuals who are unable to leave on their own to the best of your ability.
- Lock doors.
- Account for all students and remain in classroom unless instructed otherwise by the Principal or law enforcement.
- Stay away from windows and exterior doors.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 9-1-1.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads. Assist individuals who are unable to move on their own to the best of your ability. If unable to move, assist individuals who are unable to lie down and cover up on their own to the best of your ability.
- 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.
- Notify District supervisors or designee.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors.
- Close all curtains and blinds.
- Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

- Instruct students to DUCK AND COVER, lie on the floor and keep students calm. Assist individuals who are unable to DUCK AND COVER on their own to the best of your ability.
- Care for the injured, if any.
- Remain with students within locked classrooms until All Clear is given, regardless of bells and the school schedule.

Earthquake

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

Practice and follow safety procedures:

- Post drill information on or near the classroom door and place in substitute folder.
- Take class list with you during the drill and take roll.
- Walk safely when safe to do so during evacuation.
- Close windows.
- Turn off lights and fans.
- Close classroom doors.

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.
- If severe, notify the Superintendent or designee of status.
- If necessary, notify Fire Department (call 9-1-1). 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 supervisors 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 (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify Superintendent or designee, staff, students and parents.
- 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:

- Keep students, staff away from windows.
- 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 determines 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.

SPECIAL NEEDS CONSIDERATIONS:

- If you have a special needs student who has difficulty getting onto the ground, or cannot get back up again without the help of assistance, then follow these recommendations:
- If your student or a staff member uses a cane: DROP, COVER, and HOLD ON or have them sit on a chair and cover their head and neck with both hands. Their cane should be near them so it can be used when the shaking stops.
- If your student or a staff member uses a walker or wheelchair: They should LOCK their wheels (if applicable). If using a walker, carefully get as low as possible. They should bend over and COVER their head/neck with their arms, a book, or a pillow. Then HOLD ON until shaking stops.
- People who are Deaf or Hard of Hearing:
- Prior to an earthquake, identify and test multiple ways to receive warnings and evacuation information.
- People who are Blind or have Low Vision:
- Earthquakes can cause items to fall and furniture to shift. Regular sound clues may not be available afterwards. Move with caution.

Explosion or Risk Of Explosion

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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 Fire Department (call 9-1-1). 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 supervisors 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 (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
 - Determine if Student Release should be implemented. If so, notify staff, students and parents.
 - 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 determines 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.

SPECIAL NEEDS CONSIDERATIONS:

- If you have a special needs student who has difficulty getting onto the ground, or cannot get back up again without the help of assistance, then follow these recommendations:
- If your student or a staff member uses a cane: DROP, COVER, and HOLD ON or have them sit on a chair and cover their head and neck with both hands. Their cane should be near them so it can be used when the shaking stops.
- If your student or a staff member uses a walker or wheelchair: They should LOCK their wheels (if applicable). If using a walker, carefully get as low as possible. They should bend over and COVER their head/neck with their arms, a book, or a pillow. Then HOLD ON until shaking stops.

People who are Deaf or Hard of Hearing: Prior to an earthquake, identify and test multiple ways to receive warnings and evacuation information.

People who are Blind or have Low Vision: Earthquakes can cause items to fall and furniture to shift. Regular sound clues may not be available afterwards. Move with caution.

Fire in Surrounding Area

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 9-1-1) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Notify district supervisors as needed.
- If needed, contact Transportation (530) 677-5023 or (916) 933-0398 ext. 1195 for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Stay calm and maintain control of the students and keep them a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the Principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

When the site's fire alarm is activated, the local fire department receives the alert and is automatically dispatched. When feasible, office staff will make a follow-up call to 9-1-1 to advise emergency personnel the details of the event, but only when and if the call can be made from a safe place. As soon as practicable, administrative staff should notify the district office.

Evacuations should begin immediately:

- Prior to exiting a room staff should ensure it is safe to exit and the pre-identified evacuation route appears clear and safe to travel.
- Staff leading a classroom should check to ensure all students have safely left the classroom before closing the door behind them. Individuals unable to leave on their own should be helped to the best of the staff members ability.
- Upon exit, all doors should be closed.
- Staff should lead students to the predetermined onsite evacuation area using the appropriate and assigned evacuation route. If the route is blocked or unsafe an alternate safe route to the evacuation area should be used.
- Each class should move as quickly, orderly and safely as possible (walk quickly – don't run).
- Upon arrival at the evacuation location - staff will update administration with the status of their class and advise whether all students / staff are accounted for.
- Staff will be responsible for the order and safety of the classroom they supervise while at the evacuation area.
- Do not re-enter buildings until authorized by the fire department or the site administration.

Other recommended safety and response actions:

- Preidentified site safety team staff should immediately respond to predetermined, designated areas of the site to direct non-emergency related vehicle and pedestrian traffic away from danger and limit access to the site. Suggested locations include the parking lot entrance and other pedestrian ingress / egress points.
- Staff who are not directly engaged in supervising students should advise and report to the administration for possible reassignment to a safety position.
- Safety team members should be prepared to receive and direct emergency response personnel to the impacted area.
- Only trained personnel should operate fire extinguishers or other fire suppression equipment, and only after all students have been safely evacuated from the area.
- Remain at least 100 feet away from buildings.
- Contact administration or a firefighter if an individual is missing.

During fire preparedness drills:

- Post drill information on or near the classroom door and place in substitute folder.
- Take class list with you during the drill.
- Walk safely and in single file when possible.
- Close the classroom door once all individuals have exited the classroom.
- Check that all individuals under your supervision are accounted for when you reach your safe destination.
- Contact administration if an individual you are supervising is missing.
- Continue supervision until the "All Clear" has been given, and all individuals have been safely returned to the classroom.
- During practice drills each and every staff member needs to participate until the "All Clear" has been given.

Flooding

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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.
- Notify District supervisors as needed
- 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.
- Monitor internet or radio station for flood information.
- 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. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Take the class roster, if applicable, the 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.

Loss or Failure Of Utilities

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify appropriate 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.
- Contract district supervisors as needed.

- 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.
- Implement plan to provide services without utilities or with alternate utilities.

Motor Vehicle Crash

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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 Loss or Failure of Utilities.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 9-1-1).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED

TRANSPORTATION.

- Notify district supervisors as necessary.
- 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.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash. Assist individuals who are unable to move on their own to the best of your ability.
- EVACUATE students to a safe assembly area away from the crash scene. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Take class roster/name tags and, if applicable, the 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 school site when emergency response officials have determined it is safe to return to the building.

Pandemic

See County Guidelines from the last COVID-19 Pandemic

Psychological Trauma

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

Crisis management at a school site 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.

Procedure

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

Suspected Contamination of Food or Water

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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 District staff 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 notify "9-1-1", District Office, and the El Doardo Public Health Department.
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 will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The Buckeye Union School District uses the BowMac REDI III Online Emergency Planning System. The software has six modules designed to assist school districts in their planning, response, management, and National Incident Management System (NIMS) compliance to make their environments safer.

Unlawful Demonstration or Walkout

(The Buckeye Union School District understands each emergency situation comes with a unique set of circumstances. The following bulleted items are general recommendations. The safety of students and staff will be the top priority when emergency situations occur.)

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.

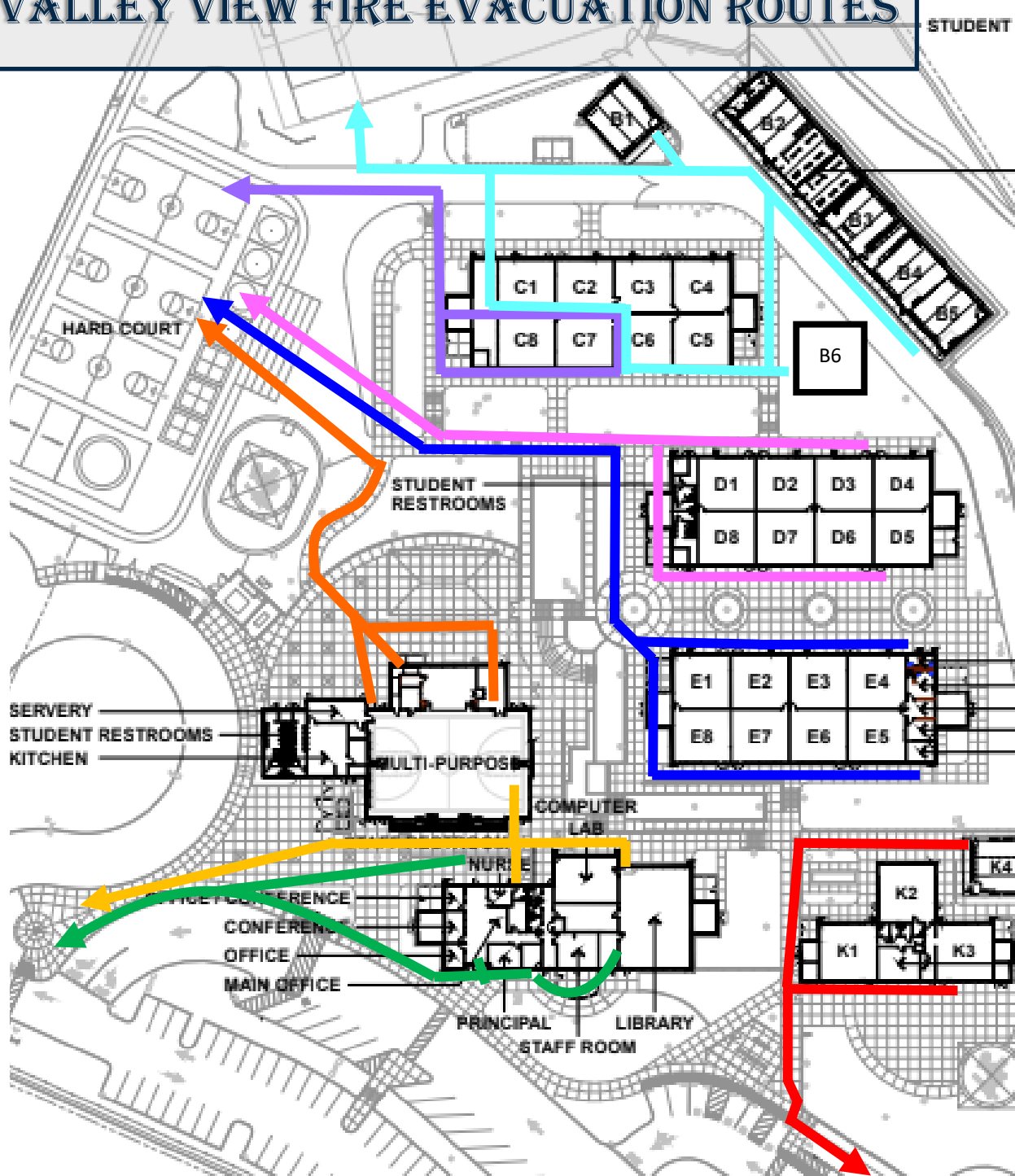
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- 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, Food Service and the District Office of demonstration and any possible impact buses and/or District vehicles may encounter arriving at or departing from the school.

STAFF ACTION

- Remain with students and provide supervision as needed.

VALLEY VIEW FIRE EVACUATION ROUTES



Staff	Ext.	Room	Grade
Cari Hanson	3475 (3473)	K1	K (pm)
Courtney Fisher	3475 (3472)	K1	K (am)
Bonnie Hampton	3477 (3470)	K3	TK (pm)
Brittany Holscher	3477 (3471)	K3	K (am)
Lisa Rumery	3411	E1	1st
Wendy Harris	3412	E2	1st
Ken Cowen	3413	E3	2nd
Lori Kilburg	3414	E4	LC
Nancy Niccolson	3415	E5	K (am)
Emily Verbits	3416	E6	LC
Intervention	3417	E7	Intervention
Katie Privott	3418	E8	1st
Michelle Miller	3401	D1	4th
Jeni Hillhouse	3402	D2	4th
Kelly Schneider	3403	D3	3rd
Lisa Hassey	3404	D4	3rd
Meredith Williams	3405	D5	2nd
Katherine Wellman	3406	D6	3rd
Brian Hicks	3407	D7	2nd
Joybeth Saxon	3408	D8	5th
William Davis	3491	C1	MS
Cailin Steinbach	3492	C2	MS
Alex Flater	3493	C3	MS
Kerry McFarland	3494	C4	MS
Eve Hill	3495	C5	MS
Ryan Rudkin	3496	C6	MS
Nick Hawkins	3497	C7	4th/5th
Jayme Robertson	3498	C8	5th
Melody McCahon	3481	B1	MS
Anthony Carafone	3482	B2	Band
Talia Upchurch	3483	B3	MS
Bridgette Consiglio	3484	B4	MS
Apryl Whitney	3485	B5	LC
Kristina Hilliker	3485	B5	LC
Diane Kull	3486	B6	MS