Comprehensive School Safety Plan

Bitterwater-Tully School
Bitterwater-Tully Union School District

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Plan approved by Bitterwater-Tully School District Governing Board on February 11, 2026.

This document is available for public inspection during regular business hours at 45980 Airline Hwy., King City, CA 93930

School Site Mission

The mission of the Bitterwater-Tully Union Elementary School District, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, stimulating "small school" environment, with a clear commitment to the worth of every individual.

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A. Child Abuse Reporting Procedures

Bitterwater-Tully School District employees annually train using the Mandated Reporter online training module from Keenan Insurance. New hires are required to complete the training withing the first 6 weeks of employment.

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.
Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms (next page) for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐YES ☐NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS Street City Zip

DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE

TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip		TELEPHONE ( )	
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE

PHYSICALLY DISABLED?	DEVELOPMENTALLY DISABLED?	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
☐YES ☐NO	☐YES ☐NO		

IN FOSTER CARE?	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:	TYPE OF ABUSE *(CHECK ONE OR MORE)*
☐YES ☐NO	☐DAY CARE ☐CHILD CARE CENTER ☐FOSTER FAMILY HOME ☐FAMILY FRIEND ☐GROUP HOME OR INSTITUTION ☐RELATIVE'S HOME	☐PHYSICAL ☐MENTAL ☐SEXUAL ☐NEGLECT ☐OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN?	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH?
	☐YES ☐NO	☐YES ☐NO ☐UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)

- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.

- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.

- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.

- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

B. Disaster Response Procedures

OATH OR AFFIRMATION

Bitterwater-Tully Union School District – Administrative Regulation 4112.3
All public employees are disaster service workers. As such, before beginning employment with the District, employees much take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all District employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

Bitterwater-Tully Union School District - Board Policy 3516
The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

2025-2026
Bitterwater-Tully School EMERGENCY PLAN

Governing Board

Traci Eggleston, President
Jeff Popnoe, Vice President
Nancy Solari, Clerk
Michael Eggleston, Secretary
J.W. Brewen, Representative

KEY DISTRICT EMERGENCY NUMBERS

Office/Department	Phone Number
Superintendent's Office	831-637-5393
Child Nutrition	831-385-5339
Information Technology Services	831-637-5393
Maintenance & Operations	831-385-5339
Special Education	831-385-5339
Learning Student Support Services	831-385-5339
Transportation	831-385-5339

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		**911**
LAW ENFORCEMENT		**Phone**
If more than one agency serves your area list each in alpha order in a separate box below.		
CHP		831-387-3800
San Benito County Sheriff		831-636-4080
King City Police Department		831-385-4848
FIRE		**Phone**
If more than one agency serves your area list each in alpha order in a separate box below.		
CALFIRE – Beaver Dam		831-385-5722
CALFIRE – Bear Valley		831-389-4591
Hollister City Fire Dept.		831-636-4325
HOSPITALS	**Address**	**Phone**
Mee Memorial Hospital	300 Canal St, King City, CA 93930	831-385-6000
OTHER SERVICES		
Animal Control		831-636-4320
Poison Control		800-222-1222
San Benito County Environmental Health		831-636-4035
San Benito County Hazardous Materials and Waste		831-636-4035
San Benito County Public Health and Human Services		831-637-5367
San Benito County Office of Education		831-637-5393
San Benito County Office of Emergency Services		831-636-4180
Pacific Gas and Electric		800-743-5002
Sewer – A & G Pumping		831-385-5803
Water – Hepsedam Water Co.		831-385-4449

DISTRICT ADMINISTRATION/SITE LEADER PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Principal	Candace Brewen	831-385-5339	831-682-4250

STAFF PHONE LIST

This information will be used only during a school emergency

Candace Brewen, Principal/Teacher
831-682-4250

Linzy Lindeman, Teacher
831-262-1751

Traci Eggleston, Board President
831-262-6231

Teagan Soares, Bus Driver
831-821-0826

SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

<table>
<tr><td>911 Calls</td><td>

- **When placing a 911 call: give your name, school name, and school address**
  Bitterwater-Tully School, 45980 Airline Hwy., King City, CA 93930, Phone 831-385-5339, Fax 831-385-9105
- **Give specific location of shooter, intruder, fire, hazardous material or other emergency**
- **Indicate location of incident command post**

</td></tr>
<tr><td rowspan="2">Mass Notification to Parents</td><td><u>During an emergency:</u>

Remind App notice will be sent out to parents.</td></tr>
<tr><td><u>After an emergency:</u>

Remind App notice/letter will be sent out to parents.</td></tr>
</table>

CONTINGENCY PLANS:
COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

1. Try to use the Internet/Face time to message for assistance
2. Send a staff member to the closest neighbor to call 911

If no Internet service:

1. See if phone line is working
2. Send staff member to the closest neighbor to call 911

PLAN FOR LOSS OF ELECTRICITY:

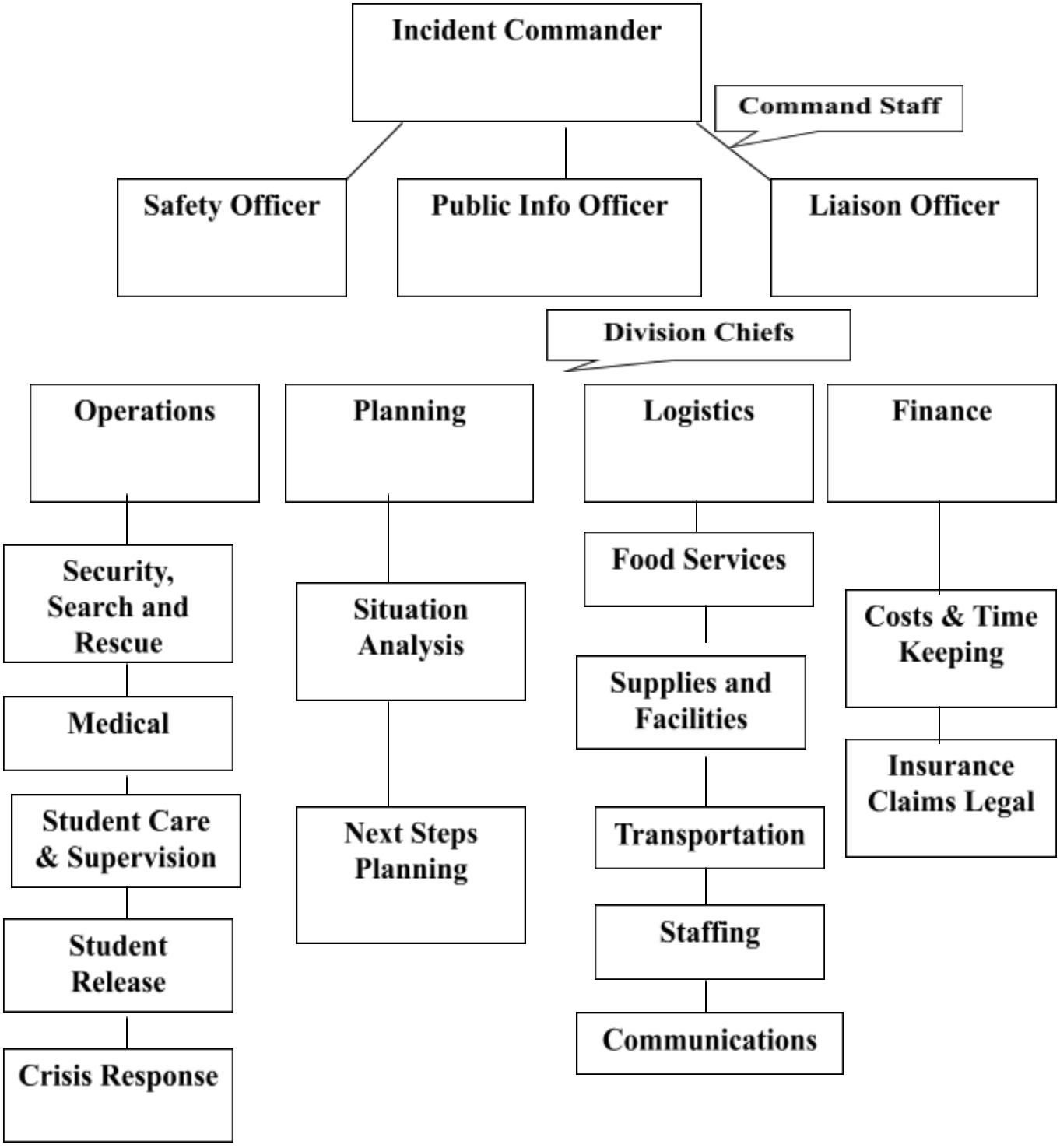
List loss of services in event of electrical outage:

Power
Heat/AC
Wireless Phone

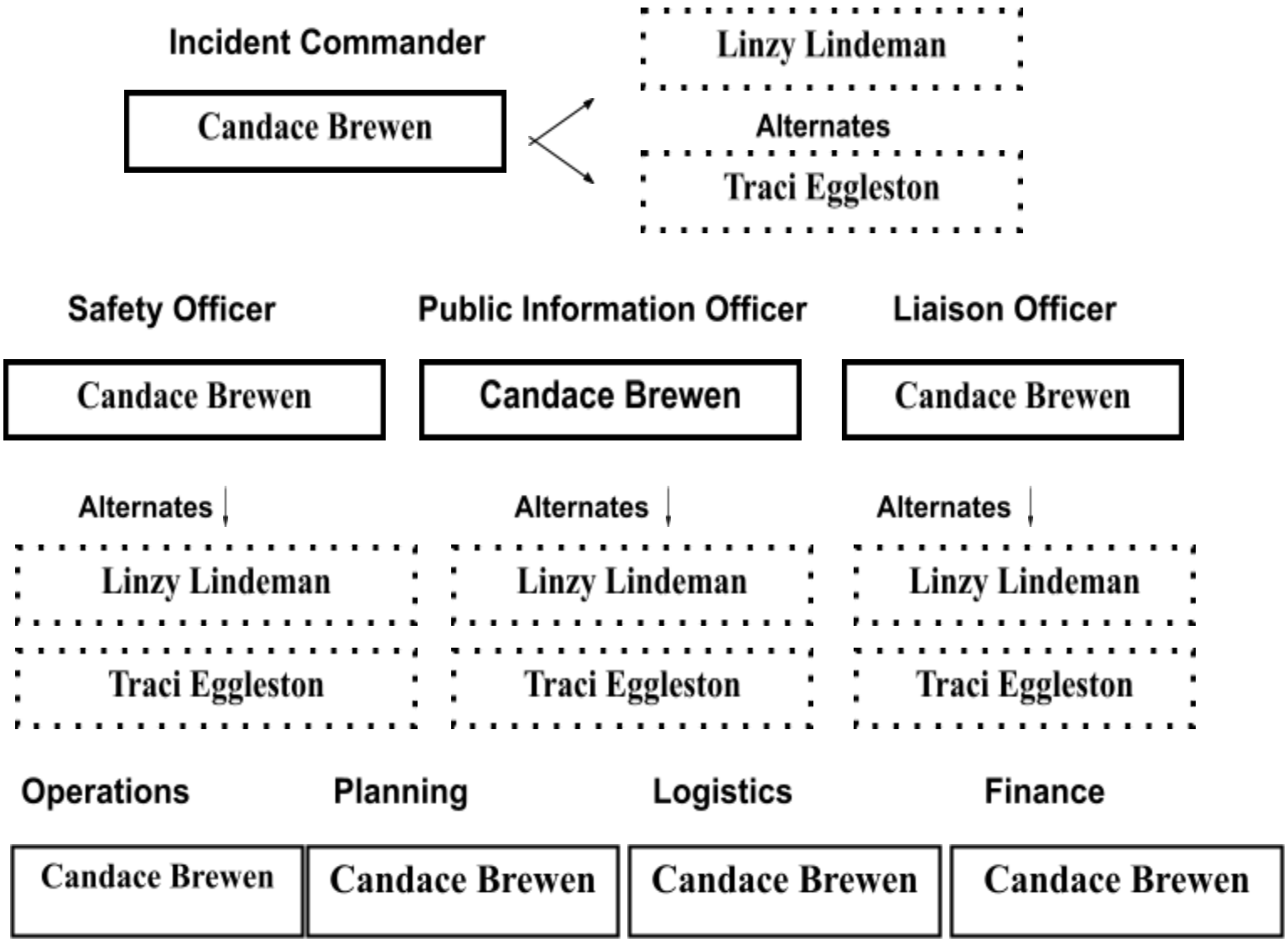
List capability of backup power:

None at this time

INCIDENT COMMAND
Incident Command System
Reference Only



INCIDENT COMMAND SYSTEM
School Site Assignments



OPERATIONS

Operations Chief: Candace Brewen

Security, Search and Rescue Team Members:
Linzy Lindeman, Yesenia Dorantes-Itzais, Melissa Mercado, &
Teagan Soares-Mendala

Medical Team Members:
Candace Brewen, Linzy Lindeman,Yesenia Dorantes-Itzais,
Melissa Mercado, & Teagan Soares-Mendala

Student Release Team Members:
Candace Brewen, Linzy Lindeman, &
Teagan Soares

Student Care and Supervision Team Members:
Candace Brewen, Linzy Lindeman, &
Teagan Soares

INCIDENT COMMAND
STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post	Bitterwater-Tully School	Tully Hall
Media Staging (PIO)	Bitterwater-Tully School	Tully Hall
Security Team	Bitterwater-Tully School	Tully Hall
Search & Rescue	Bitterwater-Tully School	Tully Hall
Medical	Bitterwater-Tully School	Tully Hall
Student Care	Bitterwater-Tully School	Tully Hall
Student Release Area	Bitterwater-Tully School	Tully Hall
Emergency Vehicles	Bitterwater-Tully School	Tully Hall

BUILDING INFORMATION

SCHOOL SITE: Bitterwater-Tully School

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?			Southwest Corner of the building
Gas	Total main gas shutoff?			Propane tank next to backstop
Water	Total main water shutoff?			Wooden box next to the walk-thru gate by the road.
Knox Box				Inside mailbox

ALARM COMPANY INFORMATION

Company Name	Tri-County Fire Protection	
Office Phone	1-800-675-3473	
Emergency Phone	1-800-675-3473	
Responsible Parties	Candace Brewen, Principal	831-385-5339 or 831-682-4250
Locations of Control Panels	Back office next to door	

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Office and Kitchen

INCIDENT COMMAND POST

<u>PREPARATION</u>:
Principal, Office Staff, Support Staff

1. Update teacher Crisis Envelopes with:
    a. Emergency evacuation plan
    b. Evacuation Absence Lists
    c. Class lists to be updated each semester
    d. ID tag/Pencils/Pens
    e. Teacher name sign
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
    a. Student lists with parent phone numbers (each semester)
    b. Lists of students with special needs
    c. Lists of staff members and phone numbers (cell and home)
    d. Each year in October, review and update the emergency plan.

<u>EMERGENCY</u>: Principal or designee:

1. Enactment of the entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to the Incident Command Post with a cell phone, and phone.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone/Remind Notification/email every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
    a. fire extinguishers
    b. central cut-off for water and electricity
    c. emergency supply/tool barrels

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Take all other supplies needed.
3. Initiate sweep of your designated area.
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything is okay, red means victim is in the room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for the next assignment.

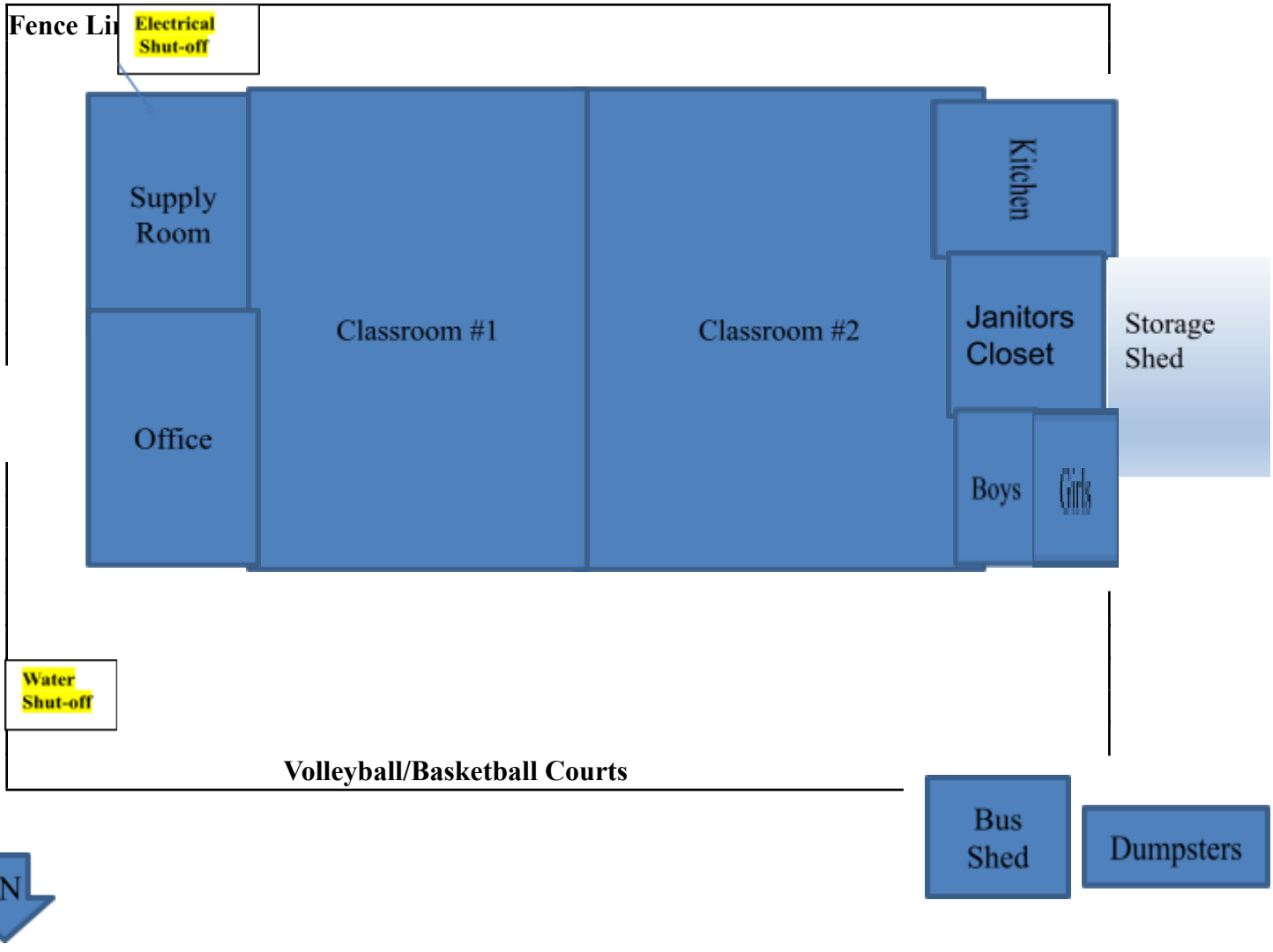
S

Security, Search and Rescue Area Map

Bitterwater-Tully Union Elementary School District

(831)385-5339

45980 Airline Hwy., King City, CA 93930



N

MEDICAL TEAM

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of the location of first aid supplies.

EMERGENCY:

1. Check in with the evacuation area leader.
2. Report to the first aid center.
3. Activate triage and administer first aid as necessary.
4. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
5. Assist emergency services with injuries.
6. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
7. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
8. Medical Team should always defer to directions given by emergency personnel.

***This section is to be revised annually.**

TEACHER "BUDDY" LIST

Listed below are "buddy" teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other's students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your "buddy".

Buddy Assignments

Teacher	Room Number
Candace Brewen	1
Linzy Lindeman	2

Activity/Documentation Log

Financial Section Members begins documentation of an incident at the direction of the Incident Commander

Name:_____

Duty Position:_____

DATE	TIME	CHRONOLOGICAL LISTING OF EVENTS (Factual Information)

STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check “Absent” if the student was absent at roll call.
- Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
- If you are the buddy teacher and do not know who is absent or missing, please check “buddy teacher” below and indicate the total number of students present at evacuation site.

□ “Buddy Teacher” Total # of students present _____

TEACHER _____

☐ **All students present and accounted for.**

Student Name	Absent	No Show / Location?

***This section is to be revised annually.**

EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all district/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologists, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

Name(s)	Present at Evacuation Site	Absent	No show/ Location
Colleen Forbush, SBCOE			
Elizabeth Eastman, SBCOE			
Elizabeth Sabo, SBCOE			

STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

Student's Name	Signature of Parent/Guardian

Emergency Contact Numbers

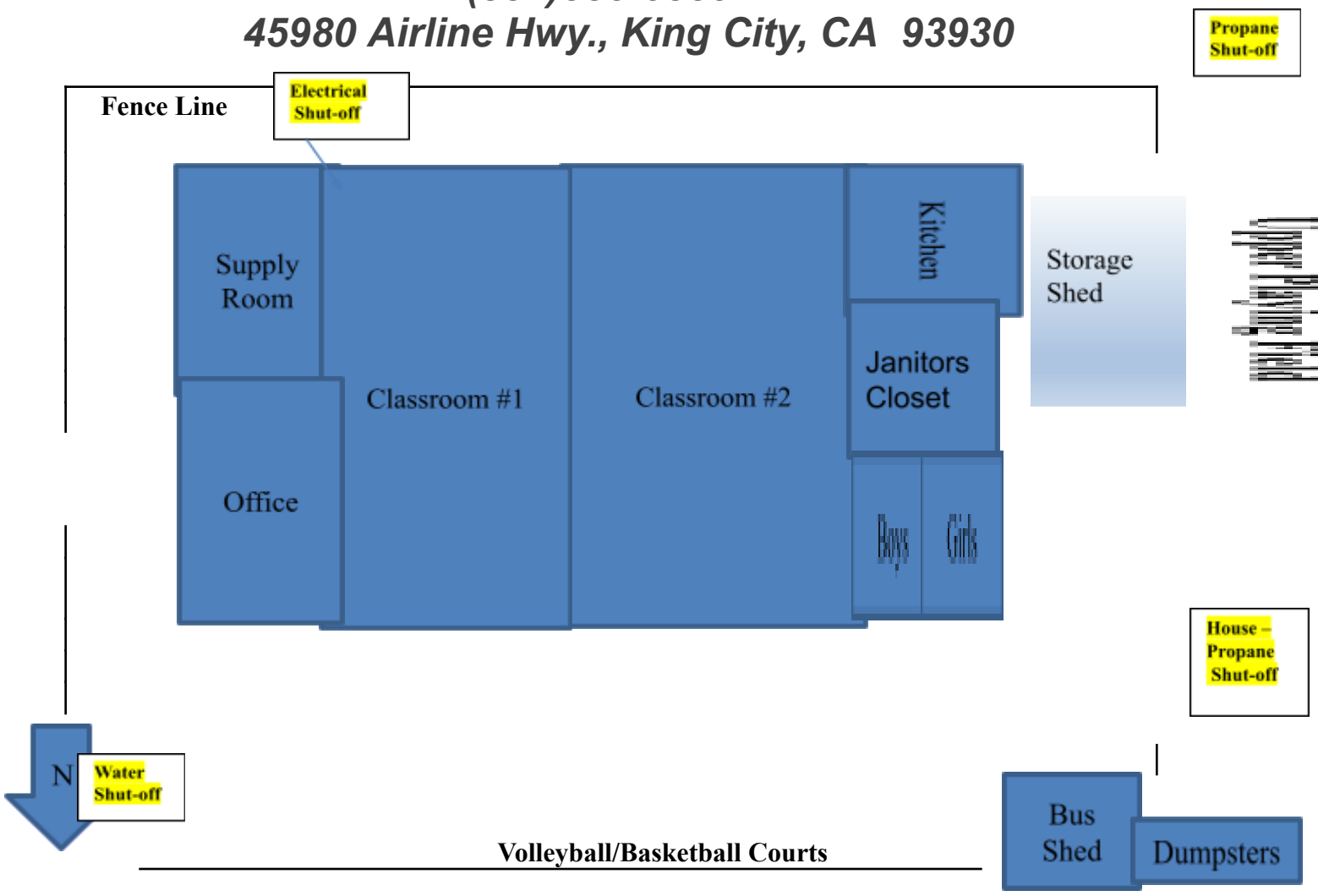
911
CDF Beaver Dam 385-5722
CDF Bear Valley 389-4591
CHP – King City 387-3800
SBC Sheriff 636-4080

Valve Shut-off Location Map

Bitterwater-Tully Union Elementary School District

(831)385-5339

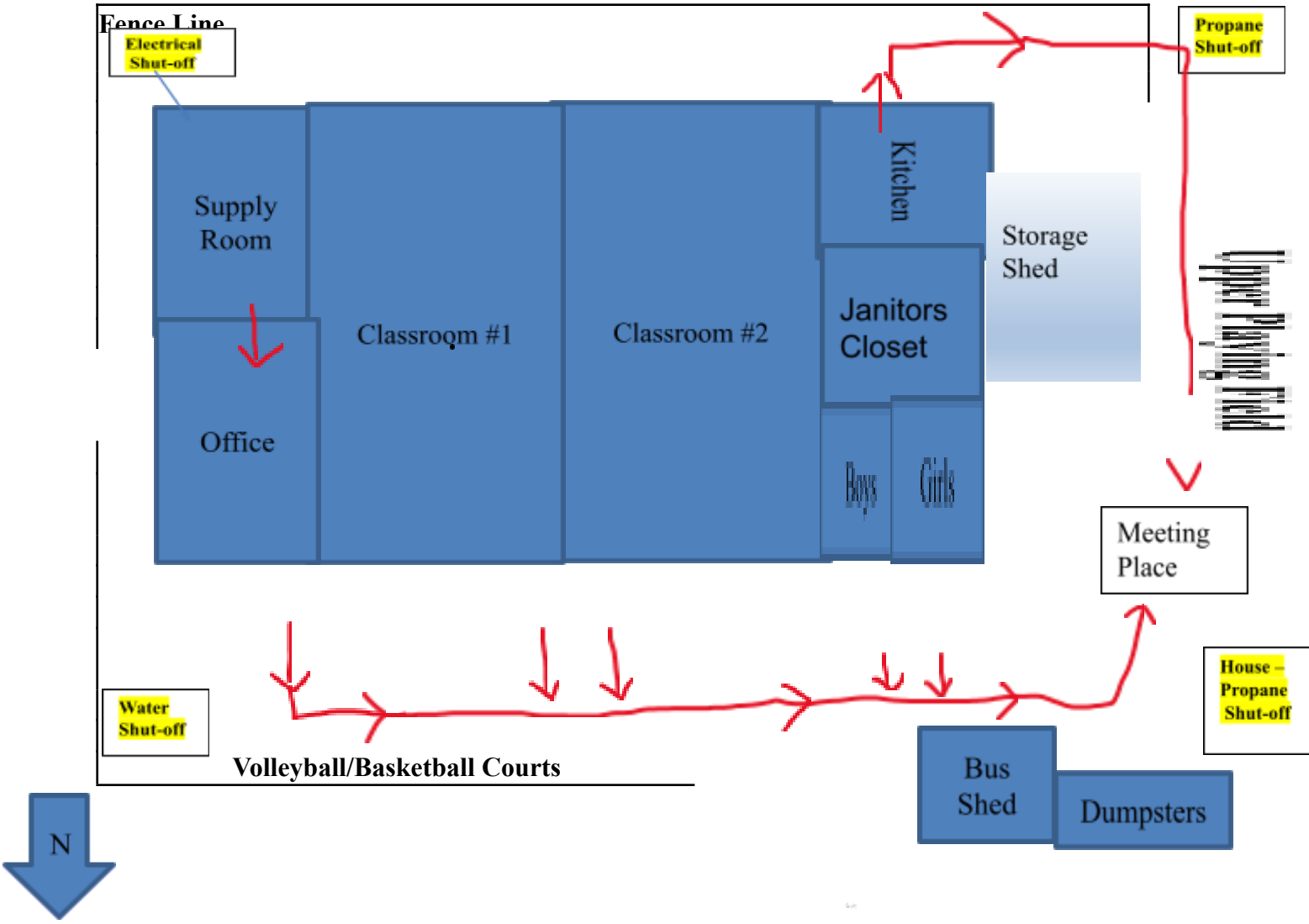
45980 Airline Hwy., King City, CA 93930



Emergency Contact Numbers
911
CDF Beaver Dam 385-5722
CDF Bear Valley 389-4591
CHP – King City 387-3800
SBC Sheriff 636-4080

Evacuation Map (On-Site)
Bitterwater-Tully Union Elementary School District (831)385-5339

45980 Airline Hwy., King City, CA 93930



SCHOOL EMERGENCY DRILL REPORT

School: Bitterwater-Tully School

REQUIRED:

1. FIRE DRILLS-ONCE MONTHLY
2. EARTHQUAKE DRILLS – FOUR ANNUALLY

Fire Drills (One each month)				
Month	Date	Time Conducted	Evacuation Time	Administrator Signature
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

Earthquake Duck and Cover Drills (Four annually)			
Month/Date/Year	Time Conducted	Evacuation Time	Administrator Signature
1.			
2.			
3.			
4.			

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

JANUARY __, ____	**JUNE __, ____**
_____ _____	_____ _____
Principal's Signature Date	Principal's Signature Date

SITE EMERGENCY PROCEDURES
FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
   - a wheelchair on a daily basis
   - specialized equipment
   - physical assistance to evacuate in a timely manner

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.

4. The Site Safety Specialist is responsible for:
   - identifying all students who will require additional assistance
   - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

   *** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Student:	**Room #:**	**Teacher**:
Designated Specialized Assistants: ***(identify two staff in this area)***		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner ***(complete below)***		

EMERGENCY ACTION ALL CLEAR

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

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

ANNOUNCEMENT:

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

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

2. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

EMERGENCY ACTION LOCKDOWN

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

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

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

ANNOUNCEMENT:

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.
- ❑ Remain quiet until further instructions are provided by the principal or police.

EMERGENCY ACTION — SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
- ❑ Requires that all exterior classroom / office doors are locked
- ❑ Requires that no one goes in or out for **any** reason
- ❑ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command role

- ❑ Make a public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:

"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately."

-REPEAT-

- ❑ Instruct staff members to call law enforcement non emergency numbers, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- ❑ Designate assigned individual to lock all doors leading into administration building
- ❑ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- ❑ If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
- ❑ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ After the emergency has been neutralized, initiate **ALL CLEAR**
- ❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

- ❑ Close and lock the door
- ❑ Continue class instruction or activity as normal
- ❑ Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- ❑ Be alert to the possibility that response may elevate to **LOCKDOWN**
- ❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):

- ❑ Gather students together and organize into an orderly formation

- ❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately classroom location
- ❑ Proceed to classroom as quickly as possible

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- ❑ Once inside, take attendance to ensure all present students are accounted for
- ❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- ❑ Wait for another action or, if **ALL CLEAR** announcements are issued, return to normal class routine.

EMERGENCY ACTION DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

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

Example: "**Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions**."

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With your back to the windows, place your head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

- Remain in place until shaking stops or for at least 20 seconds. When the quake is over, leave the building. Do not run. Avoid routes with architectural overhangs. Do not re-enter the building until declared safe by competent authority.

Outside

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

EMERGENCY ACTION EVACUATION

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

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

See next page for how to assist those with disabilities during an evacuation.
See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

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

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

3. Implement Special Needs Evacuation Plan, if needed.

PRINCIPAL/SITE ADMINISTRATOR:

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

STAFF ACTIONS:

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

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell people where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures –OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individuals to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite a person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION OFF-SITE EVACUATION

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

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

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION.**
See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm
2. Make an announcement over the public address system:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Remain in place until further instructions are given.

EMERGENCY RESPONSE ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- ❑ Report accident to principal.
- ❑ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- ❑ Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Provide appropriate medical attention. Call 911, if needed.
- ❑ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

EMERGENCY RESPONSE Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that <u>might be</u> gunfire.

- see something that <u>looks like</u> a weapon being carried or used on or near the campus.
- sense any other indication of active shooter / armed assailant threat.

b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
c. **Be decisive.** Communicate your plan to your students and act quickly.
d. **Call 911 and the Superintendent's Office** as soon as it is safe to do so.

2. **Options:** ***Run, Hide or Fight***

a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
- Do <u>not</u> evacuate unless you…
  - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
  - **<u>and</u>** can visualize a route that will get your students and yourself safely off campus.
- Don't carry anything with you.
  - Police may mistake an item in your hands as a weapon.
  - Leave everything behind.
- If you encounter people along the way…
  - <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.
  - <u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *<u>if</u> you can do so without endangering yourself or the other students in your care*.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.

- If no other exit is available, be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

    a. Provide as much information as possible (slow down – be calm):
        - State the emergency: "I hear gunfire." "I saw..."
            - Give information on people who are wounded.
        - Location of the assailant (if known):
        - Description of the assailant (if known):
        - Your precise location: "room __"
        - The number of children with you:
    b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

    a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

        - *Run* – If you encounter injured persons while you are trying to get out of danger…
            - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

        - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
            - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

        - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
            - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
            - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

    b. Law Enforcement: If you encounter law enforcement officers…
        - Immediately raise your hands in the air and display your open palms.
        - Don't run up to officers or attempt to hug or talk to them.
        - Don't talk unless they ask you a question.
        - Do exactly what they tell you to do.

    c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
        - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.
        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN.*
- Notify the superintendent's office after you call 911.
- If possible, assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Offsite Reunification**
    - The Operations Section should prepare an off-site evacuation site for reunification.
        - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids.
        - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
        - School staff and students will remain in lockdown until evacuated on a room by room basis.
        - Bus should be placed on standby for evacuation, if available.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.
    - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
    - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

EMERGENCY RESPONSE AIRCRAFT CRASH

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

Aircraft crashes into the school

STAFF ACTIONS:

- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal 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.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of buses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from the 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 the extent of injuries.
- Do not re-enter the building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the police and fire department (call 911).
- Ensure that students and staff remain at a safe distance from the crash.
- Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

EMERGENCY RESPONSE ALLERGIC REACTION

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

STAFF ACTIONS:

- If there is an imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify the principal.
- Assist in getting “Epi” (Epinephrine) pens for individuals who carry them (usually in a backpack), and prescription medications from the office.
- If an insect stings, remove the stinger immediately.
- Assess the situation and help student/staff member to be comfortable.
- Move students or adults only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

EMERGENCY RESPONSE ANIMAL DISTURBANCE

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 lock tables as a means to isolate the animal.
- If the animal is outside, keep students inside and institute a Secure **Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal.
- If the animal injures anyone, seek medical assistance.
- Notify parent/guardian.

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.
- Notify the principal if there are any injuries.

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

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

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

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually 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 procedures.

Outside the building

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❍ Shut off HVAC units.
- ❍ Move to a central location where windows and doors can be sealed with duct tape.
- ❍ Call 911. Provide location and nature of the emergency and school actions taken.
- ❍ Complete the Biological and Chemical Release Response Checklist
- ❍ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ❍ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ❍ Notify the principal or site administrator.
- ❍ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ❍ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.

- ❍ Follow standard student assembly, accounting and reporting procedures.
- ❍ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❍ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from the immediate vicinity of danger.
- ❍ Move up-wind from the potential danger.
- ❍ Call 911. Provide exact location and nature of emergency.
- ❍ Designate a security team to isolate and restrict access to potentially contaminated areas.
- ❍ Wait for instructions from emergency responders-- Health or Fire Department.
- ❍ Notify the County Superintendent and arrange for immediate psychological counseling for students and staff.
- ❍ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

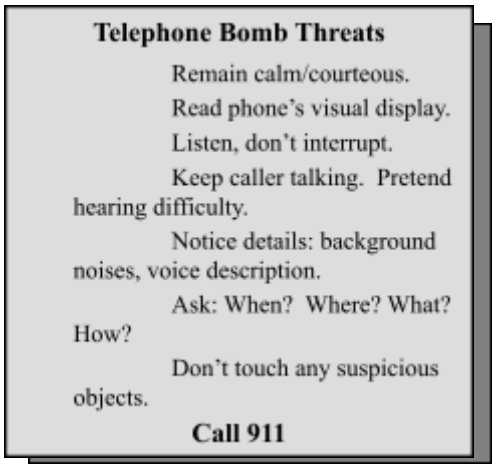
- ❍ Wash affected areas with soap and water.
- ❍ Immediately remove and contain contaminated clothing
- ❍ Do not use bleach on potentially exposed skins.
- ❍ Remain in a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE BOMB THREAT

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

PERSON RECEIVING THREAT BY TELEPHONE:

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



PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of items by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify the principal.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff to turn off any cellular phones. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened buildings.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.

- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- **Follow your local guidelines**
- **Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)**
- **911**

BOMB THREAT CHECKLIST

Date: _____ **Time:** _____

Time Caller Hung Up: _____ **Phone Number Where Call Received:** _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ❑ Accent
- ❑ Angry
- ❑ Calm
- ❑ Clearing throat
- ❑ Coughing
- ❑ Cracking voice
- ❑ Crying
- ❑ Deep
- ❑ Deep breathing
- ❑ Disguised
- ❑ Distinct
- ❑ Excited
- ❑ **Female**
- ❑ Laughter
- ❑ Lisp
- ❑ Loud
- ❑ **Male**
- ❑ Nasal
- ❑ Normal
- ❑ Ragged
- ❑ Rapid
- ❑ Raspy
- ❑ Slow
- ❑ Slurred
- ❑ Soft
- ❑ Stutter

Background Sounds:

- ❑ Animal Noises
- ❑ House Noises
- ❑ Kitchen Noises
- ❑ Street Noises
- ❑ Booth
- ❑ PA system
- ❑ Conversation
- ❑ Music
- ❑ Motor
- ❑ Clear
- ❑ Static
- ❑ Office machinery
- ❑ Factory machinery
- ❑ Local
- ❑ Long distance

Other Information:

_____

_____

Threat Language:

- ❑ Incoherent
- ❑ Message read
- ❑ Taped
- ❑ Irrational
- ❑ Profane
- ❑ Well-spoken

_____

_____

_____

Homeland Security

EMERGENCY RESPONSE BUS ACCIDENT

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

BUS DRIVER:

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

STAFF ACTIONS AT THE SCENE:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.

- Set the brake, turn off the ignition and wait for the shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the principal to report the location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the principal.
- Remain with students until further instructions are received from the principal.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

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

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

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

PERSON DISCOVERING SPILL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- ❍ If **EVACUATION** is implemented, direct all students to report to the nearest designated building or assembly area. Take a class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.
- ❍ Upon arrival at the evacuation site, take attendance. Notify the principal of any missing students.
- ❍ Upon arrival at the evacuation site, take roll and report attendance to the Principal immediately. Notify emergency response personnel of any missing students.
- ❍ Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE CIVIL DISTURBANCE

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

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

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

Inside School

STAFF ACTIONS:

- ❍ Report disruptive circumstances to the principal.

- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- Close and lock classroom doors. Close all 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.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

EMERGENCY RESPONSE EARTHQUAKE

Earthquakes strike without warning. Fire alarms may be activated by the shaking. The effect of an earthquake from one building to another will vary. The major shock is usually followed by numerous aftershocks, which may last for weeks.

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

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Outside Building

STAFF ACTIONS:

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

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with the District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify the fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangements such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify the Superintendent's Office, who will inform public information media as appropriate.

EMERGENCY RESPONSE EXPLOSION

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

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound a fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify the Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.

- Notify the Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility companies of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within the 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 an explosion occurred inside the school building, **EVACUATE** to the 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 the evacuation process.
- Upon arrival at the assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.

EMERGENCY RESPONSE FIRE (offsite)

A fire in an adjoining area, such as a wildland 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 the local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe sites using school evacuation plans. If needed, contact the principal for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the County Superintendent where the school has relocated and post a notice on the office door stating the temporary new location.
- 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.
- Stay calm. Maintain control of the students 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.

EMERGENCY RESPONSE FIRE (onsite)

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

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify the Superintendent's Office of the situation.
- Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpacks and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

EMERGENCY RESPONSE GAS ODOR / LEAK

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

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If a gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify the utility company.
- Determine whether to move to an alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide a bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE HAZARDOUS MATERIALS

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

TEACHER ACTIONS:

- ❍ Follow standard student assembly, accounting and reporting procedures.
- ❍ Report names of missing students to the office.
- ❍ Do not take unsafe actions such as returning to the building before it has been declared safe.

EMERGENCY RESPONSE HOSTAGE SITUATION

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ❍ Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given

- Description of the area

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE INTRUDER

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❍ Initiate **LOCKDOWN**.
- ❍ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  "What can we do to make this better?'
  "I understand the problem, and I am concerned."
  "We need to work together on this problem."
- ❍ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- ❍ Keep the subject in view until police or law enforcement arrives.
- ❍ Take measures to keep the subject away from students and building.
- ❍ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

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

EMERGENCY RESPONSE IRRATIONAL BEHAVIOR

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until the parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individuals.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- County professionals (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardians sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

- Notify the principal.
- Protect individuals from injury.

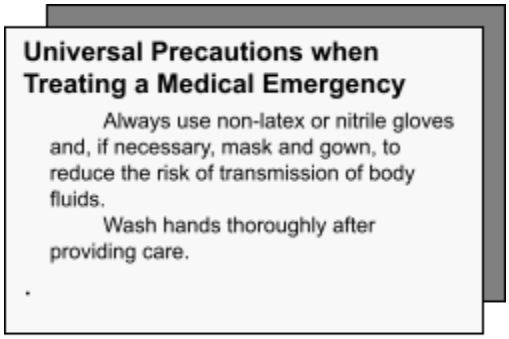
EMERGENCY RESPONSE MEDICAL EMERGENCY

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number

  Do not hang up until advised to do so by the dispatcher.



- Assign staff members to meet the rescue service and show the medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor the medical status of the victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with the individual, even if he or she is transported to the hospital.
- Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where the student has been transported.
- Advise staff of the situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify the Principal.
- Stay calm. Keep the individual warm with a coat or blanket.
- Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

EMERGENCY RESPONSE MOTOR VEHICLE CRASH

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION,** or **OFF-SITE EVACUATION** which may include the use of buses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from the 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 the extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check the 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.

Bus Evacuation Plan

- Bus is to be driven off road to a safe location
- Three older students will assist students and driver out of and away from bus
- Bus Driver will take a headcount of passengers
- If cellular service is available, the driver will call for assistance

EMERGENCY RESPONSE PANDEMIC INFLUENZA

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

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

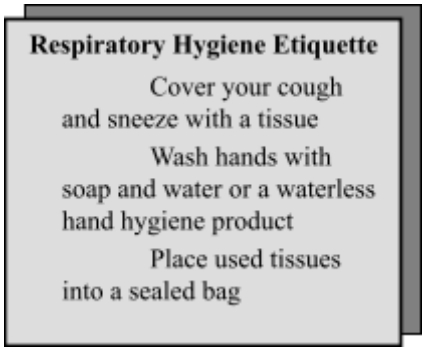
The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain the spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF and STUDENT ACTIONS:

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



EMERGENCY RESPONSE SEXUAL ASSAULT

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

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE SUSPICIOUS PACKAGE

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

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS if package is unopened and not leaking:

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

STAFF ACTIONS if package is leaking:

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

EMERGENCY RESPONSE THREATS / ASSAULTS

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  1) Is the individual moving towards violent action?
  2) Is there evidence to suggest movement from thought to action?
     - High violence potential qualifies for arrest or hospitalization.
     - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
  - Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
  - Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
  - Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
  - If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
  - Facilitate a meeting with student(s) and family to review expectations.
  - Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

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

EMERGENCY RESPONSE Traumatic Incidents

A student's/staff member's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such a tragedy will help the administrator know what to say to the student's family and the school community. Other such issues could include violent suicide, violent crime, racial issues…

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call the Superintendent's Office.
- A site crisis response team will gather information, review options, and then inform the staff of the course of action.

EMERGENCY RESPONSE UTILITY FAILURE

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 the 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.
- ❍ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ❍ Implement a plan to provide services without utilities or with alternate utilities.

C. Suspension & Expulsion Policies

In order to promote student learning, achievement, and to protect the safety of all students, the Bitterwater-Tully Union Elementary School District Board has established policies and standards of behavior. When these policies and standards are violated by a student, it may be necessary to suspend or expel that student from school. Possession of any of the following at school, on the way to or from school, or at any school sponsored activity, may result in suspension as well as a recommendation for expulsion.

Recommended Expulsion-

1. Guns, (real or toy), BB Shot, airsoft guns, stun guns or shocking devices.
2. Firecrackers, fireworks, or other explosive/combustible items.
3. Cigarette, other incendiary/flammable items.
4. Knives, other weapons or weapon look-alike.

Education Code 48900:

1. Caused, attempted to cause, or threatened to cause physical injury to another person. (a)(1)
2. Willfully used force or violence upon the person of another, except in self-defense. (a)(s)
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (b)
4. Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety code, an alcoholic beverage, or an intoxicant of any kind. (c)
5. Unlawfully offered, arranged or negotiated to sell a controlled substance listed in Chapter 2 of Subdivision 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sole, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Discipline Consequences

Offense	First Step	Second Step
Caused, attempted to cause, or threatened to cause physical injury to another person. EC 48900(a)(1)	Parent notification by teacher or principal. 1-2 days suspension	1-5 days suspension, Recommendation for expulsion.
Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2)	Parent notification by teacher or principal. 1-2 days suspension	1-5 days suspension, Recommendation for expulsion.
Possessed, sold, or otherwise furnished a firearm, knife, explosive, or their dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. EC 48900(b)(m)	Parent notification, law enforcement notification. 5 days suspension *Possible expulsion*	Recommended for expulsion

Unlawfully possessed, use, sole or otherwise furnished, or been under the influence of, a controlled substance. EC 48900 (c)	Parent notification, law enforcement notification. 5 days suspension *Possible expulsion*	Recommended for expulsion
Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 of Division 10. EC 48900(d)(j)	Parent notification, law enforcement notification. 5 days suspension *Possible expulsion*	Recommended for expulsion
Tobacco use/possession EC 48900(h)	Parent notification, 1-2 days suspension	1-5 days suspension
Obscene act or engaged in habitual profanity or vulgarity. EC48900(i)	Parent notification, 1 day in-school suspension	1-5 days suspension
Disrupted school activities or otherwise willfully defied the valid authority of school officials and personnel. EC48900(k) **Grades 1-3 (no suspension)**	Parent notification 1 day in school suspension **Grades 1-3 - parent notification and detention**	1-5 days suspension
Committed a sexual assault. EC48900(n)	Parent notification 1-2 days suspension *Possible expulsion*	1-5 days suspension Recommendation for expulsion.
Engaged in, or attempted to engage in hazing. EC48900(q)	Parent notification 1-2 days suspension	1-5 days suspension
Engaged in an act of bullying. EC48900(r)	Parent notification, 1-5 days suspension, possible law enforcement notification.	1-5 days suspension, Recommendation for expulsion.
Engaged in bullying through Electronic act EC48900(2)(A) (i) message, text, sound, video or image (ii) post on a social network Internet web site (I)Posting to or creating a "burn page" (II)creating impersonation of another actual pupil. (III)creating a false profile of a fictitious pupil. (iii)an act of cyber sexual bullying.	Parent notification 1-2 days in house suspension	1-5 days home suspension
Sexual Harassment EC48900.2 Grades 4-8	Parent notification, student sent home 1-5 days suspension, possible law enforcement contact.	5 days suspension, Recommendation for Expulsion
Inappropriate public displays of affectionate behavior by students	Parent notification.	Parent notification, Possible suspension.
False fire alarm EC48900(k)	1-2 days suspension	1-5 days suspension

	Reimbursement of costs	Reimbursement of costs
Failure to follow dress code	Parents called to immediately bring appropriate attire. Parent and student review dress code with administrator. Student sent home.	Mandatory detention. *Possible suspension*

A student committing any of the above offenses may be suspended or expelled if the act takes place:

1. While on school grounds
2. While going to or coming from school
3. During, going to, or coming from a school function.

All suspension may be appealed to the Board. Expulsion from Bitterwater-Tully School is a decision made only by the board during a special closed session. An expulsion may be appealed to the Superintendent of Public Instruction in San Benito County.

Please consult the Administrator or the Education Code for any further policies that may apply.

Home Suspension-

Students that are assigned at-home suspension must be either at home under adult supervision and/or accompanied by a parent/guardian at all times during normal school hours for which they are suspended. Suspended students may not participate in any district or school activities including, but not limited to, dances and athletic contests, as either a participant or a spectator. Suspended students are not allowed to be on campus during school hours or during afternoon or evening school sponsored activities.

D. Procedures for Notifying Teachers of Dangerous Pupils

Bitterwater-Tully School is a small two room school with two teachers and two staff members. In the event of a potential or dangerous student on campus, an emergency staff meeting will be held.

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The Bitterwater-Tully School has incorporated a verbal notification emergency meeting notification stressing confidentiality. All information regarding suspension and expulsion is ***CONFIDENTIAL****, and is not to be shared with any student(s) or parent(s).*

E. Safe and Orderly Environment

Assessment of the Current Status

Bitterwater-Tully School uses a variety of data sources to measure if the school is a safe and orderly environment. Some of the sources include: Student, Parent and Staff climate surveys, Student referrals, discipline, suspensions, and expulsions, Uniform Complaint Procedures, and other pertinent information.

School Mission Statement:

The mission of the Bitterwater-Tully Union Elementary School District, in partnership with home and community, is to challenge every student to learn the skills, acquire knowledge, and develop insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, stimulating “small school” environment, with a clear commitment to the worth of every individual.

The primary responsibilities of the school are:

To provide instruction in the skills and content which are designated as part of the curriculum; and, to provide leadership in creating positive relationships with the community and groups within the community.

Goal 1: The school district is committed to providing excellence through programs which:

1. Provide education which prepares the student for high school and beyond;
2. Develop curricula which provide the foundation and motivation for lifelong learning;
3. Provide learning experiences students will enjoy and remember.
4. Ensure ongoing program evaluation;
5. Adapt the school program and curricula as needed;
6. Expose students to diverse, challenging and broadening experiences;
7. Maximize use of district resources for student and program needs; and
8. Offer opportunities for staff development.

Goal 2: The school district is committed to developing the student's individual potential by providing programs which:

1. Develop intellectual and creative potential;
2. Develop physical, mental and emotional health;
3. Develop effective communication, problem solving and decision-makings skills;
4. Develop critical thinking;
5. Promote good attendance, study habits, and a self-disciplined use of time;
6. Develop the ability to make use of leisure time productively;
7. Expose students to practical occupational experiences and living skills;
8. Promote understanding of personal relationships; individual, family and society; and
9. Provide individual guidance and counseling.

Goal 3: The school district recognizes that schools belong to the community and shall provide programs which:

1. Maximize use of school and community facilities and resources;
2. Foster an understanding and appreciation for Bitterwater's rural setting;
3. Foster an understanding of the local, state, and national communities;
4. Develop skills for effective involvement in group decision-making.

<u>The People and Their School District-</u>

The Board wishes to ensure and enhance the excellence of the education of our children in a free society. The Board believes:

The public schools belong in every sense to the people who created them by consent and support them by taxation;

The schools are as strong as the intelligent and informed support of the people of the community; and

The support of the people must be based upon their knowledge of, their understanding about, their participation in the aims and efforts of the public schools.

The Board therefore designs and intends:

To keep the citizens of the district regularly and thoroughly informed through all channels of communication on all policies, programs, problems, and planning of the school district, and to carry out this policy through its own efforts, and those of the administrator, and other staff; and

To invite the advice and counsel of the people of the school district at all times.

<u>Community Involvement in Decision-Making-</u>

The Board believes community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence, respect, and work together to improve the quality of education for students. It will, therefore, make every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and judgments about the school to the school administration, the staff, and to the Board.

F. Discrimination & Harassment Policy

Bitterwater-Tully School does not discriminate or tolerate any form of harassment. Please see Board Policy 5145.3.

NONDISCRIMINATION/HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education under Section 504)

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

(cf. 1240 - Volunteer Assistance)
(cf. 6145.2 - Athletic Competition)
(cf. 6162.5 - Student Assessment)

The school shall provide male and female students with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.7 - Sexual Harassment)

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

NONDISCRIMINATION/HARASSMENT (continued)

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination:

Teacher/Administrator
Lonoak Route Box 10
King City, CA 93930
(831) 385-5339

Any student who feels that he/she is being harassed should immediately contact either the nondiscrimination coordinator or the Teacher/Administrator. If a situation involving harassment is not promptly remedied by the nondiscrimination coordinator, principal or designee, a complaint may be filed with the Teacher/Administrator who shall determine which complaint procedure is appropriate.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference: (see next page)

NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex, especially:
221.5 Prohibited sex discrimination
221.7 School-sponsored athletic programs; prohibited sex discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
49020-49023 Athletic programs
51006-51007 Equitable access to technological education programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
CODE OF REGULATIONS, TITLE 5
4621 District policies and procedures
4622 Notice requirements
PENAL CODE
422.6 Interference with constitutional right or privilege
UNITED STATES CODE, TITLE 42
2001d-2001e-17 Title VI & VII Civil Rights Act of 1964 as amended
2001h-2-2001h-6 Title IX, 1972 Education Act Amendments
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3a Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

Management Resources:

OFFICE OF CIVIL RIGHTS
Notice of Non-Discrimination, January, 1999
WEB SITES
OCR: http://www.ed.gov/offices/OCR

Regulation
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BITTERWATER-TULLY UNION SCHOOL DISTRICT
King City, California