

# White Hill Middle School

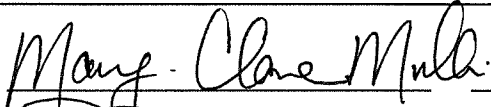
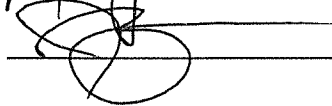
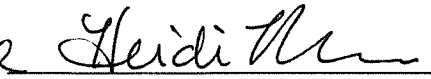
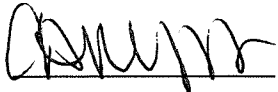


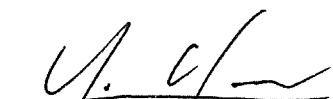

## School Safety Plan Signature Page

School Year: 2025–2026

Committee: School Safety Planning Committee

### Certification

The undersigned members of the **White Hill Middle School Safety Planning Committee** certify that the requirements for the **SB 187 Comprehensive School Safety Plan** have been met.

Role	Name	Signature	Date
Principal	Mary-Clare Mullin		10/14/25
Co-Principal	John Baker		10/14/25
SSC Rep	see below		
Teacher Rep	Heidi Moore		10-14-25
Classified Rep			10-14-25
Parent Rep	Gabe Leire		10-14-25
Law Enforcement Representative			
Parent Rep (SSC Rep)			10/14/25

# Comprehensive School Safety Plan

## 2025-2026 School Year

**School:** White Hill Middle School  
**CDS Code:** 21 750026024285  
**District:** Ross Valley Elementary School District  
**Address:** 101 Glen Dr.  
Fairfax, Ca, 94930-1338  
**Date of Adoption:** February 11, 2026  
**Date of Update:** October 14, 2025  
**Date of Review:**  
- **with Staff** October 14, 2025  
- **with Law Enforcement** February 6, 2026  
- **with Fire Authority** February 6, 2026

**Approved by:**

Name	Title	Signature	Date
John Baker	Principal		
Mary-Clare Mullin	Principal		
Cary Adriatico	Administrative Assistant		
Lori O'Connor	Director of Student Services		

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## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at White Hill Middle School Office.

## **Safety Plan Vision**

White Hill Middle School is committed to fostering a safe, caring, and responsive environment where every student, staff member, and visitor feels secure and supported. Our comprehensive safety approach emphasizes preparation, prevention, and coordinated response to a wide range of potential emergencies from natural disasters to campus-based incidents.

The purpose of this plan is to provide a clear and functional framework for responding to crises with efficiency, collaboration, and compassion. It is designed to safeguard life, minimize injury, and maintain continuity of learning and community stability.

Our goals are to:

Support the physical and emotional well-being of students, staff, and visitors.

Respond quickly and effectively to emergencies or threats.

Ensure safe emergency protocols, communication, and reunification procedures.

Strengthen the capacity of staff, students, and families to act calmly and responsibly under pressure.

Build a culture of safety, belonging, and shared accountability throughout the school community.

This vision reflects White Hill's belief that a safe and orderly school environment is foundational to academic success, emotional growth, and a sense of belonging for every student.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **White Hill Middle School Safety Committee**

This plan was reviewed and updated during the 2025-2026 school year, with revision made based on input from those listed below during regular meetings held throughout the year.

John Baker, Co-Principal  
Mary-Clare Mullin, Co-Principal  
Cary Adriatico, Administrative Assistant  
Heidi Moore, Science Teacher  
Alex Obenshain, Science Teacher  
Gabe Levine, Site Council and Parent Representative  
Yo Yoshida, Site Council and Parent Representative

### **Assessment of School Safety**

The Ross Valley School District's safety planning process centers on proactive assessment, preparedness, and continuous improvement. Each year, White Hill Middle School reviews safety conditions, incident data, and community feedback to refine procedures, strengthen prevention efforts, and enhance readiness.

Our ongoing assessment includes:

**Risk Identification:** Evaluating campus and neighborhood hazards, reviewing emergency supplies, and monitoring facilities for safety concerns.

**Preventive Measures:** Maintaining volunteer and visitor clearance procedures, consistent communication systems, and clearly posted evacuation routes

**Response Readiness:** Conducting regular emergency drills and training for staff and students, aligned with the National Incident Management System (NIMS) and Marin County Office of Education protocols.

**Data Review:** Analyzing school climate data, disciplinary records, and incident reports, including restorative practices, suspensions, and vandalism trends, to guide safety improvements.

**Community Coordination:** Collaborating with law enforcement, fire, and public health officials to ensure coordinated responses and up-to-date procedures.

White Hill Middle School continues to experience very low rates of discipline issues, crime, and vandalism, reflecting a positive campus culture and strong relationships among students, staff, and families. Through reflective practice, drills, and open communication, we are committed to sustaining a culture of vigilance, safety, and care that protects and empowers every member of our community.

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

White Hill Middle School and the Ross Valley School District are committed to maintaining a safe, inclusive, and supportive school environment where all students can learn and thrive. Our safety strategies emphasize prevention, early intervention, and consistent response to ensure that every student feels physically and emotionally secure on campus.

The district maintains comprehensive systems and programs that promote safety through positive school climate, restorative practices, and coordinated response protocols. These systems are reviewed annually to reflect current needs, research, and state requirements.

Key strategies and programs include:

#### Positive School Climate and Culture

We support a culture of belonging, respect, and responsibility through programs that build empathy, conflict resolution skills, and restorative communication. Our use of restorative practices encourages accountability, reflection, and repair of harm, reducing disciplinary incidents and strengthening relationships among students and staff. School-wide character building and culture of belonging lessons address common

#### Prevention and Intervention Supports

School counselors, psychologists, and site administrators work collaboratively to identify and support students in need of academic, behavioral, or emotional intervention. Students have access to counseling, small-group support, and referrals to community agencies as needed. When necessary, individualized academic, safety or behavior plans are developed.

#### Behavior Expectations and Discipline Policies

Our discipline policies emphasize proactive teaching of expected behaviors, responses to misconduct, and re-engagement strategies designed to keep students connected to learning. Expectations are communicated and reinforced across all settings.

#### Bullying, Harassment, and Discrimination Prevention & Reporting

We maintain clear policies and practices to prevent, identify, and address bullying, harassment, discrimination and cyberbullying. Staff are trained to intervene promptly, and students are encouraged to report concerns to a trusted adult. Prevention lessons and digital citizenship instruction are embedded into advisory and classroom instruction.

#### Threat Determination Protocol and Behavioral Risk Assessment

The school follows Marin County Office of Education Threat Determination and Risk Assessment Protocols to assess and respond to any verbal, written, or behavioral threats of harm to self or others. A trained multidisciplinary team evaluates the level of risk, engages the student and family, and coordinates appropriate supports, interventions, or law enforcement response as necessary. The goal is prevention, early identification, and support for underlying causes of concerning behavior.

#### Suicide Prevention and Student Wellness

Staff are trained annually to recognize the signs of suicide, depression, and self-harm. The school implements the district's Suicide Prevention Policy, ensuring that staff immediately report concerns to the counselor or administrator for follow-up. Students in distress are connected with on-site support, crisis counseling, or community mental health agencies, and parents are contacted promptly to ensure continuity of care.

#### Health, Safety, and Drug-Free Awareness

Age-appropriate health and wellness education includes instruction on substance abuse prevention, emotional well-being, and decision-making. The district promotes a drug- and alcohol-free environment and partners with families and community organizations to support prevention and recovery efforts.

#### Emergency Preparedness and Response

Each classroom and office maintains updated emergency procedures, supplies, and evacuation maps. Regular safety drills are conducted for fire, earthquake, lockdown, and shelter-in-place scenarios to ensure all staff and students know how to respond quickly and safely in an emergency.

#### Safe Ingress and Egress

Campus entry and exit procedures are designed to ensure safe arrival and dismissal for students, families, and staff. All visitors must check in through the main office and wear identification badges while on campus. School volunteers must follow district policies

#### Data Monitoring and Continuous Improvement

Safety data, such as suspension reports, incident logs, climate survey results, and feedback from students and staff, are reviewed annually to identify trends and guide updates to the plan.

Through these strategies, White Hill Middle School continues to strengthen its capacity to prevent crises, respond effectively to emergencies, and maintain a safe, orderly, and caring learning environment for all students.

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

All certificated and classified employees are required to report known or suspected instances of child abuse. The District has established Board Policy and Administrative Regulation 5141.4 which outline the procedures for reporting. (Note: Violations of the mandatory reporting laws may result in criminal sanctions.)

Board Policy  
Child Abuse Prevention And Reporting  
BP 5141.4  
Students  
Child Abuse Prevention

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

RVSD Policy History  
Initial Approval: Unknown

Revisions/Updates: 3/12, 1/23

Adopted/Updated: 1/25/2023, San Anselmo, CA  
(Based on Last CSBA Update: June 2021)

Administrative Regulation  
Child Abuse Prevention And Reporting  
AR 5141.4  
Students  
Definitions

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

#### Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

#### Reporting Procedures

##### Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Children and Family Services  
3250 Kerner Blvd. San Rafael, CA 94901  
(415) 473-7153

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

##### Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information  
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter.  
(Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

#### Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

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

#### Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

#### Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)  
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

#### Notifications

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

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

RVSD Policy History

Initial Approval: Unknown

Revisions/Updates: 1/09; 4/12; 11/16; 5/22

Adopted/Updated: 5/10/22, San Anselmo, CA  
(Based on Last CSBA Update: June 2021)

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

### **Disaster Plan (See Appendix C-F)**

The Ross Valley School District will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Ross Valley School Crisis Response plan will accomplish the following:

- Incorporates strategies of the Incident Command System, the National Incident Management System.
- Maps out specific evacuation procedures within the school building disaster plan.
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
- Identifies emergency response training and exercise opportunities for students and staff.

Per Board Policy 3516, through on-going emergency training and drills for all staff, students, and visitors, the Superintendent or designee shall ensure that the District plan addresses:

- Fire on/off school grounds which endangers students, staff, and visitors.
- Earthquake or natural disasters
- Environmental hazards
- Attack or disturbance, or threat of attack or disturbance, by an individual or group
- Bomb threat or actual detonation
- Biological, radiological, chemical, and other activities, or heightened warning of such activities
- Medical emergencies and quarantines

The dismissal of students from school shall be governed by the emergency procedures outlined in this plan and consistent with the Incident Command System. Students may only be released to parent, guardian or other adult specified on the Emergency Card. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student. Each teacher is in possession of a student enrollment sheet and a copy is kept in the teacher's red Emergency Backpack. Teachers are required to remain with students until directed otherwise. Ross Valley School District prepares and implements a school disaster plan that designates responsibilities, action steps, and an established chain of command.

### **Adaptations for Students with Disabilities**

Individualized Emergency Plans

Develop personalized emergency response plans for students with disabilities, considering their specific needs and mobility limitations.

Ensure that these plans are updated annually or as needed, with input from the student, parents, special education staff, and emergency responders.

#### Communication Needs

Provide alternative methods of communication for students with speech or hearing impairments, such as:

Sign language interpreters, visual aids, or communication boards.

Written instructions, text alerts, or visual alarms in addition to auditory signals (e.g., flashing lights).

Ensure that students with visual impairments have accessible formats of written information (e.g., large print, Braille, or digital text-to-speech).

#### Mobility and Access Needs

Ensure that evacuation routes are accessible for students with mobility impairments, including the availability of elevators, ramps, and clear pathways.

Assign staff members or aides to assist students with mobility challenges during evacuations, including lifting, if necessary, and providing specialized transport (e.g., wheelchairs, stretchers).

Identify and maintain designated "safe spaces" within the school for students with mobility issues in the event of a lockdown or shelter-in-place scenario.

#### Assistance with Personal Care

Provide assistance with personal care needs (e.g., toileting, feeding, or medication administration) for students who rely on this support.

Train staff on how to assist students with disabilities in maintaining their personal care routines during an emergency while respecting privacy and dignity.

#### Medical and Health Needs

Ensure that students with medical conditions (e.g., asthma, epilepsy, diabetes) have quick access to their medical supplies, including inhalers, medications, and emergency medical information.

Prepare staff to recognize signs of medical distress and ensure quick access to emergency care for students with health issues.

Maintain an up-to-date list of students with chronic health conditions, allergies, or other medical needs and keep it readily available during emergencies.

#### Behavioral and Psychological Support

Ensure staff are trained to recognize and address behavioral or emotional needs, particularly for students with autism, intellectual disabilities, or other conditions that may cause distress during a disaster.

Provide coping strategies, sensory tools (e.g., noise-canceling headphones, fidget items), or safe spaces where students can calm down if they become overwhelmed by stress or sensory overload during the emergency.

Have trained special education personnel or counselors on hand to assist students with disabilities in managing anxiety, fear, or confusion during the crisis.

#### Evacuation and Transportation Adaptations

Ensure that school buses and other vehicles are equipped to accommodate students with mobility devices such as wheelchairs, walkers, or other assistive technology.

Plan for accessible transportation to ensure students with disabilities can be safely evacuated to designated shelters or safe zones.

Ensure that drivers and staff involved in evacuations are trained to safely assist students with disabilities during transport.

#### Staff Training and Awareness

Provide staff with regular, comprehensive training on how to respond to emergencies for students with disabilities, focusing on: Special needs awareness.

Proper evacuation techniques.

How to assist with mobility aids and medical conditions.

Ensure that teachers and aides are familiar with each student's specific needs and emergency procedures related to their disabilities.

#### Behavioral or Communication Modifications for Evacuation

For students with sensory processing issues, ensure that loud noises (e.g., sirens, alarms) are minimized or supplemented with ear protection, if needed.

Provide clear, simple instructions and visual cues to students with cognitive impairments to help them understand what actions they need to take during an evacuation or lockdown.

Use familiar routines and verbal prompts for students who benefit from structured environments, such as those with autism, intellectual disabilities, or other developmental disorders.

#### Reunification Procedures

Develop a clear, adapted process for the reunification of students with disabilities and their families after an evacuation or disaster. Ensure that family members are informed about the school's procedures and that accessible communication options are provided. Allow time for students with disabilities who may need extra assistance during reunification to connect with their families in a safe and secure manner.

#### Assistive Technology and Devices

Ensure that students who use assistive technology (e.g., communication devices, hearing aids, mobility aids) have their devices on hand during an emergency.

Designate staff members who are trained to operate or assist with these technologies, especially if power outages occur or devices need to be charged or maintained.

#### Accessible Shelter Areas

Ensure that shelter areas (e.g., evacuation sites, safe rooms) are accessible to students with mobility issues, including ramps, adequate space, and accessible bathrooms.

Create a plan for setting up specialized areas for students who may need additional support, such as sensory-friendly zones for students with autism or spaces for students with medical conditions that need continuous monitoring.

#### Parental and Guardian Involvement

Engage with parents or guardians in advance to understand the specific needs of their child during an emergency and how best to support them.

Provide parents/guardians with clear instructions about how they will be informed and how to reunify with their child after an incident, with adaptations to meet any communication barriers.

#### Post-Incident Support

After a disaster, offer specialized support to students with disabilities who may experience heightened trauma or stress due to the event, ensuring they receive appropriate counseling and mental health support.

Provide follow-up care to ensure that the emotional, physical, and educational needs of students with disabilities are met in the aftermath of a disaster.

#### Regular Review and Testing of Procedures

Regularly review and practice disaster response plans for students with disabilities as part of school-wide emergency drills, ensuring all adaptations are functional and effective.

Solicit feedback from staff, parents, and students with disabilities to continually improve the disaster response strategies and accommodations.

### **Public Agency Use of School Buildings for Emergency Shelters**

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 they deem necessary to meet the community's needs. (Education Code 32282)

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Per Board Policy 5144 the Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to learning and preparing students for responsible citizenship by fostering self-discipline and personal responsibility. As per Ed Code 48900 disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed.

Ensuring all students are in class every day and have access to learning is a priority of Ross Valley School. However, there are times when behaviors can impact the safety and learning of others. In these cases, administrators may choose to suspend a student from school for behavior if other interventions and corrective actions have not been successful. Students may be suspended or expelled for the following acts committed while on school grounds, while going to or coming from school or at a school-sponsored activity/event on or off-campus, including in another school district: 1) Assault or Battery, 2) Controlled Substances, 3) Damage to School or Private Property, 4) Defiance or Disruption, 5) Drug Paraphernalia, 6) Harassment, Threats, Intimidation, 7) Hate Violence, 8) Imitation Firearms, 9) Physical Injury to Others, 10) Profanity or Obscenity, 11) Robbery or Extortion, 12) Sale of Controlled Substances, 13) Sexual Assault, 14) Sexual Harassment, 15) Stealing, 16) Terrorist Threats, 17) Tobacco and Nicotine, 18) Weapons or Other Dangerous Objects, 19) Laser Pointers, 20) Hazing, and 21) Bullying.

Alternative and Other Means of Correction (EC 48900, 48900.5) - RVSD may document other means of corrections short of suspension and expulsion and place the documentation in the pupil's record. Other means of correction may include: a conference between school personnel, the pupil's parent and the pupil; referrals to the school counselor and/or psychologist, participation in a restorative practice plan, participation in Student Success Team (SST) or other intervention-related teams that assess behavior and develop and implement behavior plans.

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

Ed Code 49079 and Welfare and Institutions Code 827 require that state teachers must be notified of the reason(s) a student has been suspended. The Ross Valley School District has incorporated this notification into the existing attendance reporting and discipline screens. All information regarding suspension and expulsion is confidential and may not be shared with any other student(s) or parent(s). Pursuant to Welfare & Institution Code 827(b) and Ed Code 59378, the Court notifies the Superintendent of SPU regarding students who have engaged in certain criminal conduct.

Board Policy and Administrative Regulation 4158 address employee security, authorizing the Superintendent or designee to develop strategies for protecting employees from potentially dangerous persons and situations.

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

Sexual harassment of any student by any employee, student or other person at school or at any school related activity is prohibited. Staff and students must be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at Ross Valley School District Any forms of harassment must be reported to administration. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Per Board Policy 5145.7 (Students), The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

Per Board Policy 4119.11 (Personnel), prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting (Ed Code 212.5). Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser. RVSD uses a portion of its staff development time at the beginning of the year to train staff on the laws, policies, and procedures required regarding sexual harassment.

Ross Valley SD  
Board Policy  
Sexual Harassment  
BP 5145.7  
Students

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5145.3 - Nondiscrimination/Harassment)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by

disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

#### Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

#### Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

- (cf. 4117.7/4317.7 - Employment Status Report)
- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

## WEB SITES

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

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

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

## RVSD Policy History

Initial Approval: Unknown

Revisions/Updates: 9/16

Adopted/Updated: Before the Board 1/26/21, San Anselmo, CA

(Based on Last CSBA Update: October 2020)

## Ross Valley SD

Administrative Regulation

Sexual Harassment

AR 5145.7

Students

## Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

#### Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

#### Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Director of Human Resources and/or Director of Student Services

100 Shaw Ave. San Anselmo, CA 94960

(415) 451-4062 or (415) 451-4066

#### Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 5145.6 - Parental Notifications)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of

the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

4. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
5. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
6. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

#### Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

#### Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

RVSD Policy History

Initial Approval: Unknown

Revisions/Updates: 9/16

Adopted/Updated: Before the Board 1/26/21, San Anselmo, CA

(Based on Last CSBA Update: October 2020)

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

Ed Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Per Board Policy 5132, the Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

White Hill Middle School believes that the responsibility for the dress and grooming of a student rests primarily with the student and his/her parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. Therefore, WHMS expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. WHMS is responsible for seeing that student attire does not interfere with the health, safety, and learning of any student, and that student attire does not contribute to an uncomfortable, hostile, or intimidating atmosphere for any student.

With the understanding that:

All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.

All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.

Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement

Reasons for conflict and inconsistent discipline should be minimized whenever possible

The goals of White Hill's student dress code are to:

Ensure that all students are treated equitably regardless of gender/ gender identification, sexual orientations, race, ethnicity, body type/size, religion, and personal style

Allow students to wear clothing of their choice that is comfortable

Allow students to wear clothing that expresses their self-identified gender

Allow students to wear religious attire without fear of discipline or discrimination

Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography

Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs

Maintain a safe learning environment in classes where protective or supportive clothing is needed (such as lab sciences and/or PE)

#### Dress Code Policy 2021/22

Students must wear clothes that cover private areas of a student's body.

This includes:

Top

\*has opaque, or non-see through, fabric covering front, back and sides under the arms

\*has sleeves or straps on both arms

Bottom: pants/ sweatpants/ shorts/ skirt/ dress/ leggings

\*bottoms must provide full coverage of rear end for hygienic purposes

Shoes: activity-specific shoe requirements are permitted (for example PE)

Students cannot wear:

Violent language or images

Images or language depicting drugs or alcohol (or any illegal item or activity)

Hate speech, profanity, pornography

Images or language that creates a hostile or intimidating environment based on any protected class

Visible underwear. Visible bands or straps on undergarments worn under other clothing are not a violation

Bathing suits

Helmets or headgear that obscures the face (except as it relates to religious attire)

Hats or hoods inside the classroom

Violation of Dress Code Policy will result in the student changing into school-provided clothing options. Dress-code violation clothing will remain in the office until the school owned clothing is returned cleaned. Repeat offenses will result in parent contact and/or additional disciplinary measures.

1st Violation: Change of clothes

2nd Violation: Change of clothes. Contact home.

3rd Violation: Change of clothes. Contact home. Detention

4th Violation: see above. Also, conference with parent, student and administration

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

Per Board Policy 5142 Safe Routes To School Program, the Board of Trustees recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of school. In addition, the Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students.

## Safe Routes to School

Safe Routes to School (SR2S) is a nationwide movement to make it safer for children to walk and bicycle to school. SR2S promotes walking and bicycling to school through targeted education, encouragement, enforcement, and engineering projects. Ross Valley School District staff and parents actively participate in the SR2S.

The following information is designed to provide guidance for students and families.

### PEDESTRIAN SAFETY

#### Be Safe

- Look both ways. Before crossing the street, children should be taught to look to their left, to their right, and to their left again to ensure it is safe to cross.
- Use the crosswalk. Children should always cross a street at a crosswalk. Motorists are not expecting pedestrians to cross mid-block or outside of a crosswalk.
- Stop at the edge. Teach children to be aware of 'edges', or locations where they may come into contact with cars, such as corners, driveways, and street crossings.
- Be visible. Children should make eye contact with drivers before approaching edges such as driveways, crossing the street, or walking in front of cars to ensure motorists see them.

#### Be Respectful

- Be courteous of others. Always obey school rules, traffic signs and signals and be aware of other users of the roadway, including bicyclists and motorists.

#### Be Responsible

- Share out loud. Read aloud to your child/ren the recommendations in the 'Be Safe' Section above.
- Model safe behavior. As a parent/caregiver, being a role model for your child/ren is one of the best ways for them to learn how to be safe as they walk to and from school. Always teach by example!
- I.D. your route. Each school has a map with suggested walking routes. This map highlights the location of crosswalks, stoplights, and stop signs. It is recommended that you review this map to select a walking route to school and practice walking with your child/ren before they walk on their own.
- Form a 'Walking School Bus'. Coordinate adult volunteers to pick up students at designated stops and walk to school together. Contact your school for more information.
- See the world like a child. Children are not 'small adults'. It's important to understand children's limitations in understanding traffic. Young children:
  - Have a narrower field of vision than adults, about 1/3 less.
  - Cannot easily judge a car's speed and distance.
  - Assume that if they can see a car, its driver must be able to see them. However, children are easily hidden from view by parked cars and other objects.
  - Cannot readily tell the direction a sound is coming from.
  - May be impatient and impulsive.
  - Concentrate on only one thing at a time. This is likely not to be traffic.
  - Have a limited sense of danger.
  - Often mix fantasy with reality.
  - Imitate the (often bad) behavior of others, especially older children and adults.

### ROLLING SAFETY FOR BIKES, BOARDS, SCOOTERS AND SKATES

#### Be Safe

- Wear a helmet when you bike, board, or skate. Teach your child/ren to wear and adjust their own helmet and make sure it is the proper size.
- Helmets for children under 18 are required by law.
- Be visible. Bright clothing, lights, and reflective gear will help motorists see your child rolling to and from school.
- Keep gear in good repair. Make sure your child's bike and helmet are the correct size. Be sure the brakes work on their bikes, boards, scooters, and skates.
- Two shoulder the load. Teach your child/ren to carry books, lunch, school supplies in a backpack or on their bike rack in order to maintain balance and ride with both hands.

#### Be Respectful

- Roll with respect. Teach your child/ren to obey the traffic laws and school rules for rolling. Remember, bikes and boards always make way for walkers.
- Form a "bike train." Work with other parents and adult volunteers to create a schedule for riding to and from school together from your neighborhood.
- Teach by example. Children learn by example. Share with them the fun and excitement of getting around under their own power safely.

#### Be Responsible

- Identify the route. Ride or roll to school with your child to teach them the way you would like them to get to and from school. Practicing together is fun and will help make both of you more comfortable. Each school has a map with suggested routes. This map highlights the location of crosswalks, stoplights, and stop signs. It can help you plan the safest route.
- Follow the law. Your child/ren must wear a helmet, ride in the same direction as traffic and obey all traffic signs and signals.
- Hop off. Children arriving at school should walk across the crosswalk and always walk their bike, scooter or skateboard at school.
- Lock up. Children should lock their bikes in the rack for the entire day. For information on storing skateboards and scooters, check with the school office. <http://www.chicagobikes.org/public/theftprevention>
- Form a "bike train." Work with other parents and adult volunteers to create a schedule for riding to and from school together from your neighborhood.
- Teach by example. Children learn by example. Share with them the fun and excitement of getting around under their own power safely.

### DRIVER SAFETY

#### Be Safe

- Buckle up. Secure everyone in your vehicle with seatbelts and make sure that children under 8 years old or under 4'9" tall are properly fit to a car seat or booster seat.\*
- Obey speed limits. Drive slowly and carefully and use extra caution during arrival and dismissal. Obey the 25 mph school zone.
- Talk to your kids, not on the phone. It is better to enjoy a conversation with child/ren than to talk or text on a cell phone. Using a cell phone while driving is a dangerous distraction and it is against the law to text while driving in California.
- Use caution when backing up. You have limited visibility behind you and may not see a child.
- Look out for school buses. Children are often exiting and entering buses. Never pass a school bus that has red lights flashing or their stop sign displayed.

#### Be Respectful

- Use remote drop-offs. A good way to avoid the traffic at school in the mornings and to get beneficial physical activity is to drop off your children a few blocks away from school and then walk with them the rest of the way - or let them walk in with friends.
- Park in designated spaces. Please park only where you are supposed to! The red zones exist for the safety of your child. Never double park, do not park in red zones or blue zones, and do not block the path of other vehicles. White zones are for loading and unloading only. Do not leave your vehicle unattended in a white zone.
- Leave Early. Plan ahead to reduce stress and the urge to drive too fast.
- Be courteous of other travelers. Obey all the rules of the road and look out especially for bicyclists and pedestrians. Let's work together to get everyone to/from school safely.
- Turn off your engine when you can. Turn off your car while waiting and take a breath of fresh air! An idling car still emits harmful fumes that pollute the air and are dangerous to breathe in.

#### Be Responsible

- Know the plan. Please review each school's Arrival and Dismissal Map/Plan. It is designed to help minimize congestion and confusion at the school during arrival/dismissal times and to help parents understand the safest and most efficient ways to drop off and pick up their children from school.
- Form a carpool. Carpooling is a great way to:
  - Save on gas
  - Help the environment
  - Reduce traffic congestion
  - Give yourself a break!

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

##### **Component:**

School Culture and Sense of Belonging

##### **Element:**

Cultivating a strong sense of school culture and belonging is central to maintaining a safe, supportive, and inclusive learning environment. This element focuses on helping every student feel seen, valued, and connected to their peers, teachers, and school community. When students experience belonging, they are more engaged, resilient, and ready to learn.

##### **Opportunity for Improvement:**

Increase the sense of belonging of all students, particularly those in subgroups such Black/African American or English Language Learners.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To identify an ongoing survey to collect culture and climate data to measure sense of belonging at the school site.	Work with district office to identify a culture and climate survey		Co-Principals	Identified and implemented an ongoing survey
To build a culture of belonging for all students through school-wide lessons that address topics such identify, diversity, stereotyping, inclusion, and being an upstander.	Provide professional development for teachers and provide a schedule of lessons to be taught during Advisory.	Critical Friends - Culture of Belonging Curriculum	Co-Principals	Schedule for school-wide lessons, teacher professional development dates
To increase student feedback in creating a culture of belonging on campus	Meet with student representatives to identify areas to improve the school community to ensure belonging for all students.		Co-Principals	Student Council meetings & agendas
To increase student leadership in creating a culture of belonging on campus	Collaborate with site Student-Led Antiracist Movement (SLAM) group to develop student leadership in creating a culture of belonging on campus	Dr. Lori Watson	Co-Principals	Participation of students in a SLAM group

**Component:**

School-wide Restorative Practices

**Element:**

Expanding school-wide restorative practices in classrooms and across campus will guide how we respond to harm, rebuild trust, and ensure every student feels respected and connected. By improving communication and reducing repeated conflicts, restorative practices help create a calmer, safer and more supportive school environment for all students.

**Opportunity for Improvement:**

Decrease the number of students suspended by expanding the types of school-wide restorative practices to better align with student conflicts and behaviors.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement and refine school-wide restorative practices.	Review Critical Friends Modules and create an implementation plan.	Critical Friends Modules	Co-Principals	Decreased suspension rates
Collaborate with site CARE team to review disciplinary data to identify potential restorative practice needs based on patterns.	Adding behavior/discipline data review as a recurring agenda item for CARE team		Co-Principals	CARE team regularly reviews behavior/disciplinary data
Implement school-wide Wildcat Way lessons to develop students understanding of empathy, skills for collaboration, etc	Design and implement 6 Wildcat Way lessons across all advisory classes	Wildcat Way Lessons	Guiding Coalition	6 Wildcat Way lessons taught across all advisory classes

**Component:**

Student Engagement

**Element:**

Student engagement plays a key role in creating a safe and supportive school environment. When students are actively involved in meaningful learning, feel challenged and supported, and see their strengths reflected in the classroom, they are more likely to feel a sense of belonging and connection to school. Engaged students are less likely to disengage or act out, contributing to a calmer learning environment where students feel secure, valued, and motivated to succeed.

**Opportunity for Improvement:**

Increase the number of students who report feeling connected to school, supported, and appropriately challenged in their classes.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure all students experience appropriate academic challenge by aligning instruction and tasks to support deeper learning.	Provide ongoing Professional Development to staff on instructional strategies to deepen student learning		Co-Principals & Guiding Coalition	Increase in number of students reporting they feel appropriately challenged in their classes.
Refine weekly CARE team meeting to proactively identify students and evaluate academic and social-emotional supports offered.	Review process of proactive identification of students in need of support with CARE team. Identify potential areas for improvement in supports offered based on patterns in data demonstrating student need.		Co-Principals & CARE team members	Decrease in the number of students receiving Ds and Fs on trimester report cards.
Gather feedback from students on the current offerings for students clubs, leadership opportunities, and sports to identify possible gaps in offerings that might increase student participation in these extracurriculars.	Administer a student survey with questions to gather student input on current extracurricular offerings.	Kelvin Pulse Survey	Co-Principals	Complete student survey

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

**White Hill Middle School Student Conduct Code**

**Conduct Code Procedures**

All Ross Valley School District students are encouraged to demonstrate positive behavior including being safe, responsible and respectful. All students receive positive privileges and awards for appropriate behavior. Students who choose to disobey the rules receive fair, consistent consequences for their actions. The code of conduct is based on the premise that the teacher has the right to teach and every student has the right to learn.

Per EC 48900(k), no student has a right to disrupt the learning environment. All students are expected to demonstrate acceptable behavior and adhere to state laws and school rules, all of which are designed to ensure a safe campus and a productive learning environment. Five Rules for School wide Discipline: 1) Follow directions the first time they are given; 2) Use appropriate school language; 3) Keep hands, feet and objects to self; 4) Treat others and their property with kindness and respect; and 5) Respect all adults and school property and use all school equipment correctly.

Teachers and staff maintain an effective learning environment through engaging lessons and positive classroom management techniques. Teachers are empowered to address incidents of misbehavior directly in their classrooms. Students who behave in inappropriate ways and violate school rules and standards will receive appropriate consequences for their actions. Multiple offenses in one day or repeated violations over time will typically trigger the following sequence of consequences: First time - verbal warning, Second time - change of space or task, parent notified via teacher, and Third time - referred to administrator; parent notified of the infraction and consequences. Steps may be skipped and consequences elevated for more serious offenses.

Per Ed Code 44807 & CCR 300, every teacher in the public schools shall hold students to a strict account for their conduct on the way to and from school, on the playground or during recess, and at any school sponsored event. Per Board Policy 5144 - The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices. In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Ed Code 48900.S)

#### **(K) Hate Crime Reporting Procedures and Policies**

Per Board Policy 5145.9 - The Board of Trustees is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:  
Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:  
Promotes an understanding of diversity, equity, and inclusion

Discourages the development of discriminatory attitudes and practices

Includes social-emotional learning and nondiscriminatory instructional and counseling methods

Supports the prevention, recognition, and response to hate-motivated behavior

Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

#### Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

#### RVSD Policy History

Initial Approval: Unknown

Revisions/Updates: 3/12; 5/22

Adopted/Updated: 5/10/22, San Anselmo, CA  
(Based on Last CSBA Update: June 2021)

#### **(J) Procedures to Prepare for Active Shooters**

##### Intruder on Campus Procedure

Staff will designate a lockdown situation by a recording that states, "We have a lockdown situation. Lock down. Lock down. Lock down." Followed by our Intruder Alarm (or by radio). If for some reason, no alarm is available, administrators or other personnel will act as runners to notify staff of the lockdown. When a decision has been made to lock down the school, the administration will notify law enforcement using 911, rather than the regular police numbers.

All staff and students will follow the lockdown procedure:

All students stay in place with an adult (including counselor, special education staff, speech, student activities, etc.)

Teacher does quick sweep of hallway/outside classroom and then door is locked

Shades are pulled down (Please have a piece of paper to cover your door window ready at all times next to the window)

Lights out

Silence

Students who are not in a classroom or office should do their best to secure themselves and hide themselves from the threat

Office staff will lockdown in the office

All staff and students will stay in lockdown position until released by school administration or emergency services. During a drill, a staff member will check classroom doors and may enter to check for lockdown procedures. Please remain in the lockdown drill until admin/office staff come to your room and tell you the drill is over.

It is important for staff and students to remain silent during this procedure to be able to hear further instructions.

If a lockdown is necessary when students are between classes, on break, or lunch:

Students will move quietly and quickly without running or pushing to areas where they feel they can hide themselves. If you can get to a building or classroom quickly then do so. But the goal of locking down and securing campus is to make you invisible to the potential danger on campus.

Teachers and school staff will help to direct you but the directive is for classroom teachers to secure their students and not to unlock the door for anyone.

If there is a threat or a danger on campus, leave campus to designated area (Canon Village Clubhouse).

If there is a threat on the field, run the other way.

All buildings should be locked, students lay down silently on the floor, all blinds closed and windows covered

## **Procedures for Preventing Acts of Bullying and Cyber-bullying**

### **Student Harassment/Bullying**

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation and bullying. The District's policies are available on the Ross Valley School District website, in each of our school's offices, and each student will receive a written copy in the "Annual Notice to Parents and Students." The District prohibits bullying as defined in Education Code Section 48900(r) including, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code Section 220, which are disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Acts of discrimination, harassment, intimidation or bullying should be brought to the attention of the school administrator or designee. A complaint may be made by contacting the school administration. If there is sufficient corroborating information, the District will commence an investigation. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the District's policies on discrimination, harassment, intimidation and bullying may be subject to discipline, including suspension and expulsion. The District prohibits retaliation against individuals who make complaints or provide information related to such complaints.

**Discrimination – a definition:** Discrimination is negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion or gender.

**Harassment – a definition:** Harassment is unwanted and unwelcome behavior from other students or staff members that interferes with another individual's life.

**Sexual Harassment – a definition:** Sexual Harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Actions that may be taken by student:

- Don't ignore it. Harassment does not usually "go away."
- Though it may be hard to do, tell your harasser to "stop."
- Seek help from someone you trust.
- Keep a written record of every incident.
- Don't blame yourself, and don't feel helpless, trapped, or confused. There is help available.

The following information is taken from the California Department of Education website. Further information can be located at [www.cde.ca.gov/ls/ss/se/bullyfaq.asp](http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp):

(1) What is school bullying?

Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children’s teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulation social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world.

Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act, as defined.

An “electronic act” is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(2) What can a school community do about bullying?

Preventing and responding to school bullying is the responsibility of every school administrator, teacher, school staff member, student, and parent. The entire school community must recognize the responsibility to create a climate in which bullying is not tolerated.

- School wide interventions – strategies, supervision, assemblies, training, awareness
- Classroom interventions – strategies, rules, discussions, parent meetings
- Individual interventions – discussions with a bully or a target
- At home – discussion, modeling manners and respect, clear behavioral expectations

(3) What is cyber bullying?

Cyber bullying or online bullying is a term used to refer to bullying over electronic media. Cyber bullying is willful and involves recurring or repeated harm inflicted through electronic text. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullies may also include r, “putdowns” or hate-motivated speech. Cyber bullies may publish the personal contact information of their victims. They may attempt to assume the identity of a victim for the purpose of publishing material in their name that defames or ridicules them.

Filing of Complaints

Ross Valley School District has a detailed procedure for students, parents/guardians, and community members to follow when they seek specific redress regarding a complaint or disagreement about a District issue, situation or action. A full description of the procedure is available at each school or at the District Office (Board Policy 1312.1). Each student will receive a written copy in the “Annual Notice to Parents and Students.”

**Opioid Prevention and Life-Saving Response Procedures**

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or

another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

## **Response Procedures for Dangerous, Violent, or Unlawful Activities**

### Introduction and Objectives

**Purpose:** Define the purpose of the Response Procedures for Dangerous, Violent, or Unlawful Activity, aimed at ensuring safety for all staff, students, and visitors.

**Scope:** Outline the scope, covering all incidents involving violent or unlawful activity, including but not limited to, active shooter situations, physical altercations, criminal activity, and threats.

### Incident Identification and Immediate Notification

**Signs of Threat:** Train staff to recognize potential signs of violent, dangerous, or unlawful behavior, including verbal threats, disruptive behavior, and unusual actions or communications.

**Reporting Protocol:** Establish a clear procedure for staff and students to report threats or suspicious activities, including the use of a confidential reporting system (e.g., phone, email, or mobile app).

**Initial Alert:** Use a standardized alert system (e.g., intercom, loudspeaker, or text alerts) to notify all staff of an emergency. Ensure that students understand the significance of this alert.

### Lockdown and Evacuation Procedures

**Lockdown Protocol:** Define when and how to initiate a lockdown (e.g., active shooter, armed intruder). Staff should lock doors, turn off lights, keep students out of sight, and maintain communication with law enforcement.

Evacuation Protocol: Identify evacuation routes and assembly points in case it is safer to evacuate rather than shelter in place.

Ensure students are accounted for and that evacuation procedures are practiced regularly.

Safe Evacuation Areas: Establish designated "safe zones" where students and staff can congregate until the situation is resolved, ensuring the area is far from the danger.

#### Role Assignments and Responsibilities

Incident Command: Designate a school-based crisis management team (e.g., principal, vice principal, security officers, counselors) responsible for managing the response.

Staff Duties: Clearly define the roles of various staff members during an emergency, such as:

Teachers: Keep students safe, lock doors, account for all students, and follow instructions from the command team.

Security: Monitor entrances, maintain order, and assist in evacuations or lockdowns.

Counselors: Provide emotional support and manage reunification efforts.

Administration: Act as the liaison between law enforcement and staff, ensuring resources are mobilized effectively.

#### Communication Procedures

Internal Communication: Establish a system for staff to communicate quickly with one another and the central command, such as two-way radios, phones, or emergency messaging systems.

External Communication: Set up a procedure for notifying local law enforcement, emergency responders, and parents/guardians. This includes pre-determined contacts and the use of mass notification systems.

Parent and Guardian Notification: Clearly outline how and when parents will be notified of incidents. This could include using text alerts, automated phone calls, or email systems, with the focus on reassuring parents and providing updates.

Media Coordination: Designate a spokesperson who will communicate with the media during or after an incident, ensuring accurate information is shared and protecting the privacy of involved individuals.

#### Cooperation with Law Enforcement

Pre-incident Planning: Maintain an ongoing relationship with local law enforcement to ensure familiarity with the school layout, emergency protocols, and key staff members.

Response Protocol: Clearly define the steps for law enforcement to follow once they arrive on the scene. This should include establishing a unified command, coordinating evacuation or lockdown actions, and directing emergency medical services if needed.

Cooperative Drills: Conduct joint drills with local law enforcement and emergency responders to ensure smooth coordination in a crisis.

#### Emergency Medical Response

First Aid: Train staff in basic first aid and CPR, especially those in leadership roles. Ensure first aid kits are readily accessible in classrooms and offices.

Medical Assistance: In case of injury, activate emergency medical services immediately. Use designated first aid stations or areas to treat the wounded before professional help arrives.

Student Medical Information: Maintain up-to-date emergency contact information and medical histories for students, ensuring immediate access during an emergency.

#### Crisis Communication with Students

Clear Messaging: Develop scripts for staff to use when communicating with students during an emergency. Reassure students while providing clear instructions on what to do.

Stress Management: Recognize the emotional toll these events may have on students. Include trained counselors or mental health professionals to assist students during and after an incident.

#### Post-Incident Procedures

Debriefing: Hold a debriefing session with staff, law enforcement, and other stakeholders to evaluate the response and identify areas for improvement.

Trauma Support: Provide immediate counseling and mental health services to students, staff, and families affected by the event. Offer resources for coping with trauma and stress.

Parent Reunification: Develop a clear and efficient system for reunifying students with their parents or guardians after the incident, ensuring safety and security.

#### Continuous Improvement and Drills

**Regular Drills:** Conduct regular drills for staff and students, including lockdown, evacuation, and active shooter drills, to ensure everyone is familiar with the procedures.

**Review and Update:** Continuously review and update the safety plan based on feedback from drills, real incidents, and changes in local law enforcement protocols or school infrastructure.

**Collaboration with Community Partners:** Engage with local emergency responders, community organizations, and mental health providers to strengthen the district's overall response capabilities.

#### **Documentation and Reporting**

**Incident Documentation:** Maintain thorough documentation of the incident, including time of events, actions taken, and the communication timeline. This is critical for future planning and legal requirements.

**Incident Evaluation:** Evaluate the effectiveness of the response post-incident, involving all stakeholders, and update safety procedures as necessary.

**Legal and Compliance Reporting:** Ensure compliance with state and federal laws in terms of reporting dangerous or unlawful activity and cooperating with investigations.

These procedures should be clearly communicated to all staff, practiced regularly, and reviewed frequently to ensure they remain effective.

### **Instructional Continuity Plan**

#### **Purpose:**

Ensure that students continue to receive quality education during natural disasters or other emergencies that prevent in-person classes.

#### **1. Instructional Continuity Strategy**

School will ensure all students have access to necessary technology (e.g., devices, internet access) and implement a virtual learning platform (e.g., Google Classroom, Zoom) for synchronous and asynchronous lessons.

School will provide printed materials, pre-recorded lessons, or USB drives with lesson content for students without reliable internet access.

School will implement flexible scheduling for remote lessons to accommodate varying home situations and technology access.

#### **2. Teacher and Staff Readiness**

School will provide professional development on using virtual tools and managing remote classrooms.

School will establish clear communication channels for teachers to stay in touch with students and parents (e.g., email, text, phone calls, learning management systems).

School will offer counseling and wellness resources for both students and staff during extended closures or crises.

#### **3. Curriculum Adaptation**

School will focus on core subjects and essential skills, ensuring that students do not fall behind on key learning objectives.

School will implement flexible assessments, including project-based evaluations, online quizzes, or submitted assignments that align with the current learning environment.

#### **4. Family and Community Engagement**

School will ensure regular, accessible updates to families about the learning plan, expectations, and resources available to support student learning at home.

School will provide guidance for parents on how to support their child's learning, including tech support and home-learning tips.

#### **5. Monitoring and Evaluation**

School will schedule regular check-ins between students and teachers (e.g., weekly virtual meetings) to monitor academic progress and well-being.

School will collect feedback from students, parents, and teachers to assess the effectiveness of the learning continuity plan and make necessary adjustments.

#### **6. Emergency Response Integration**

School will include remote learning scenarios in emergency drills to prepare students and staff for sudden shifts to virtual learning during an emergency.

School will establish contingency plans for power outages or other technical disruptions during remote learning, such as alternative learning activities or extended deadlines.

#### 7. Post-Emergency Reintegration

School will ensure a smooth transition back to in-person learning by reviewing key concepts from remote learning and offering support for students who may need extra help catching up.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Ross Valley School District Administration, Safety Planning Committee, and School Site Council shall consult with local law enforcement, review, evaluate, and update the plan annually. The School Site Council and the Governing Board will approve the updated plan annually.

**Safety Plan Appendices**

## Emergency Contact Numbers

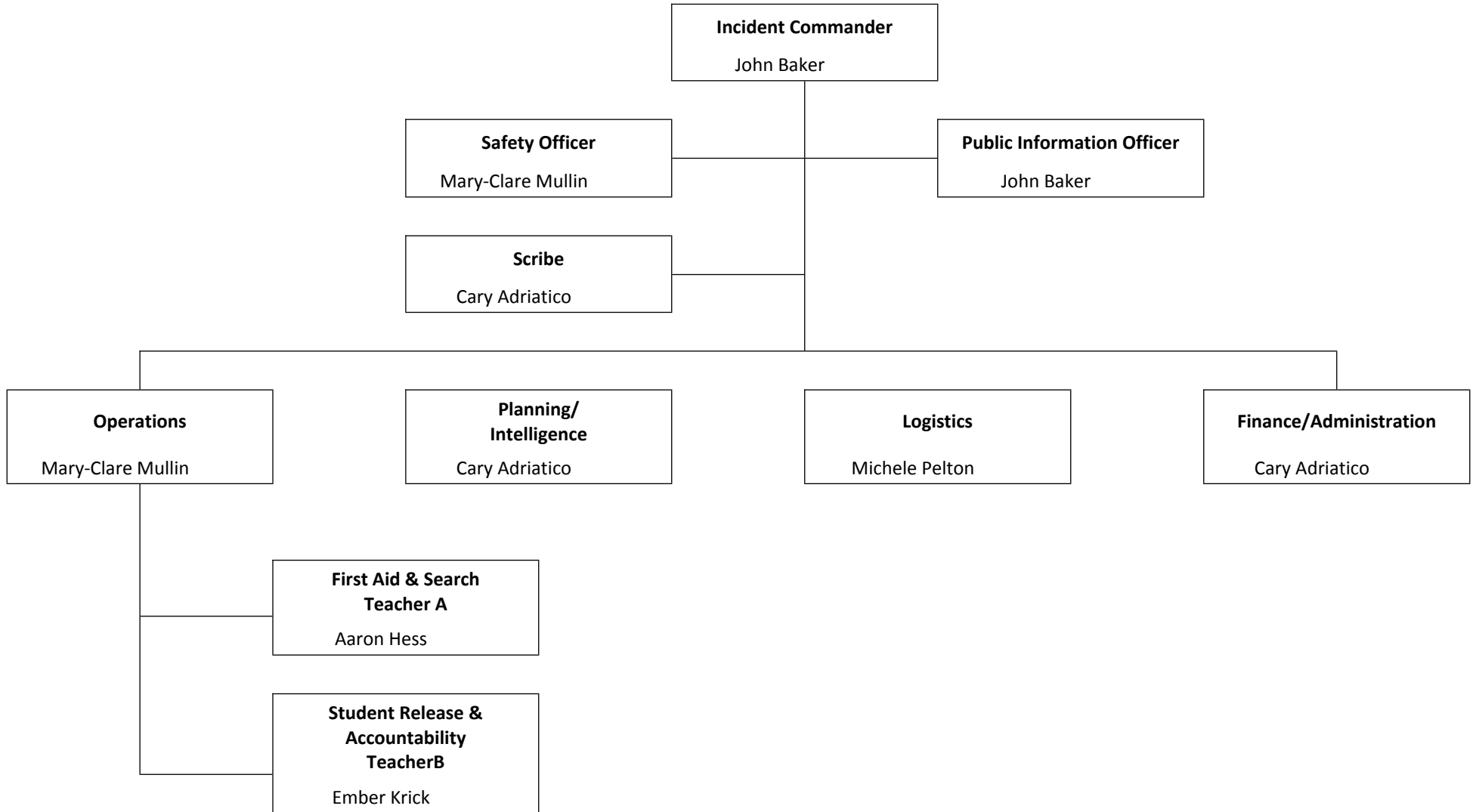
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	RVSD Hotline	415-721-4751	
Law Enforcement/Fire/Paramedic	Ross Valley Fire	415-258-4683	
Law Enforcement/Fire/Paramedic	Marin County Sheriff	415-479-2311	
Local Hospitals	Kaiser Terra Linda	415-444-2000	
Local Hospitals	Marin Health Medical Center	415-925-7000	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Reviewed and approved Safety Plan with Safety Committee and Site Council	October 14, 2025	Site Council meeting notes maintained in school office

**White Hill Middle School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

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

#### **Logistics**

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

#### **Finance & Administration**

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

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

Identification of the emergency by the Incident Commander

### **Step Two: Identify the Level of Emergency**

Determination by the Incident Commander

### **Step Three: Determine the Immediate Response Action**

Response is determined by Safety Plan. Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

The Incident Commander will decide which Emergency Actions to implement, based on the situation.

See attached Emergency Actions Document.

### **Step Four: Communicate the Appropriate Response Action**

The Incident Commander will provide direction either in person or by other means as necessary such as email, phone, or 'all-call system'. Teachers to follow guidelines from Safety Plan and Incident Command System.

## **Types of Emergencies & Specific Procedures**

### **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:**

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

Aircraft crashes near school

#### **STAFF ACTIONS:**

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

## **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:**

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

### **STAFF/TEACHER ACTIONS:**

- o If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- o If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- o Notify the principal if there are any injuries.

## **Armed Assault on Campus**

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- o Initiate LOCKDOWN.
- o Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent.
- o 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.”

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

**STAFF ACTIONS:**

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

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 of staff and students in the building.

If there is an Active Shooter on Campus:

**RUN: Evacuate If Possible**

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

**HIDE: Hide silently in as safe a place as possible**

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
- Remain in place until you receive an "all clear" signal.

**FIGHT:** Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Immediately after an incident:

- Wait for Local Law Enforcement officers to assist you out of the building, if inside.
- When law enforcement arrives, students and employees must display empty hands with open palms.

**ANNOUNCEMENT:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**STUDENT ACTIONS:**

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

### **Biological or Chemical Release**

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.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- o Call 911, if necessary.
- o If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- o 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.
- o Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- o Move students and staff away from the path of the hazardous materials.

- o Notify District Superintendent.
- o Wait for instructions from emergency responders-- Health or Fire Department.
- o Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- o Upon return to school, ensure that all classrooms are adequately aired.

**TEACHER ACTIONS:**

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

**Bomb Threat/ Threat Of violence**

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist 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:**

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

**PERSON RECEIVING THREAT BY MAIL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- o Call 911.
- o 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.
- o Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- o Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- o Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- o If it is necessary to evacuate the entire school, use the fire alarm.
- o Notify the District Superintendent of the situation.
- o Direct a search team to look for suspicious packages, boxes or foreign objects.
- o Do not return to the school building until it has been inspected and determined safe by proper authorities.
- o Avoid publicizing the threat any more than necessary.

**SEARCH TEAM ACTIONS:**

- o Use a systematic, rapid and thorough approach to search the building and surrounding areas.

- o 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).
- o If suspicious item is found, make no attempt to investigate or examine object.

**STAFF ACTIONS:**

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

**Bus Disaster**

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:**

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

**STAFF ACTIONS AT THE SCENE:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- o Notify law enforcement.
- o Notify parents/guardians of all students on the bus as soon as accurate information is available.
- o 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.
- o Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

**Earthquake during bus trip**

**BUS DRIVER ACTIONS:**

- o Issue DUCK, COVER and HOLD ON instruction.
- o Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- o Set brake, turn off ignition and wait for shaking to stop.
- o Check for injuries and provide first aid, as appropriate.
- o Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- o Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- o If instructed to continue route,
- o Enroute to school, continue to pick up students.

- o Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- o If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- o Remain with students until further instructions are received from site administrator.
- o Account for all students and staff throughout the emergency

#### Flood during bus trip

##### BUS DRIVER ACTIONS:

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

#### **Disorderly Conduct**

Disorderly conduct 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:

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

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

- o Call 911.
- o Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- o 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.
- o Cancel all outside activities.
- o Maintain an accurate record of events, conversations and actions.
- o Assign staff members to assist nurse as necessary.

##### STAFF ACTIONS:

- o Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- o Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
- o Care for the injured, if any.
- o Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

## **Earthquake**

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

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

### **Inside Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

#### **STAFF ACTIONS:**

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

#### **STAFF ACTIONS:**

### **Outside Building**

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

- o Do NOT re-enter building until it is determined to be safe.
- o Follow instructions of principal/site administrator.

During non-school hours

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**Explosion or Risk Of 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:**

- o Determine whether site evacuation should be implemented.
- o If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- o Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- o Secure area to prevent unauthorized access until the Fire Department arrives.
- o Advise the District Superintendent of school status.
- o Notify emergency response personnel of any missing students.
- o Notify utility company of breaks or suspected breaks in utility lines or pipes.
- o Provide school name, address, location within building, your name and phone.
- o 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).
- o Determine if Student Release should be implemented. If so, notify staff, students and parents.
- o 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:**

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

## **Fire in Surrounding Area**

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:**

- o Determine if EVACUATION of school site is necessary.
- o Contact local fire department (call 911) to determine the correct action for your school site.
- o If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and TRANSPORTATION by bus.
- o Direct inspection of premises to assure that all students and personnel have left the building.
- o Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- o Monitor radio station for information.
- o Do not return to the building until it has been inspected and determined safe by proper authorities.

### **STAFF ACTIONS:**

- o If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- o Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- o Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- o Remain with students until the building has been inspected and it has been determined safe to return to.

## **Fire on School Grounds**

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:**

- o Sound the fire alarm to implement EVACUATION of the building.
- o Immediately EVACUATE the school using the primary or alternate fire routes.
- o Notify the Fire Department (call 911).
- o Direct search and rescue team to be sure all students and personnel have left the building.
- o Ensure that access roads are kept open for emergency vehicles.
- o Notify District Office of situation.
- o Notify appropriate utility company of suspected breaks in utility lines or pipes.
- o If needed, notify bus dispatch for OFF-SITE EVACUATION by TRANSPORTATION.
- o 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:**

- o EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- o Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- o 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:**

- o Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.

o Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

### **Flooding**

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

#### **STAFF ACTIONS:**

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

#### **BUS DRIVER ACTIONS:**

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

### **Loss or Failure Of Utilities**

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 utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
  - Determine length of time service will be interrupted.
  - Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

### **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:**

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

#### **STAFF ACTIONS:**

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

## **Pandemic**

The Ross Valley School District has in plan a comprehensive COVID-19 Safety Plan (CSP) which can be found on our website at: <https://www.rossvalleyschools.org/Page/1497>

The goal of Ross Valley School District is to ensure a safe return to school for all students and staff. We are implementing preventive safety measures, including regular cleaning and disinfecting of common spaces, restrooms, and frequently touched surfaces throughout our schools, maintaining social distancing in classrooms, and requiring frequent handwashing for students and staff based on guidance from the Marin County Office of Education (MCOE), Marin County Health and Human Services (MCHHS), California Department of Education (CDE), the California Department of Public Health (CDPH), and the Centers for Disease Control (CDC).

The purpose of the School Site-Specific Protection Plan (SSSPP) to is provide guidelines set forth by Marin County Health and Human Services (MHHS) for Marin County schools to facilitate a return to site-based classroom instruction in the Fall 2020-21 school year. The evolving nature of the COVID-19 pandemic requires the need to rethink common protocols and practices in the classroom setting with the understanding that these guidelines could change as the situation evolves. The SSSPP reflects the Marin County School Guidelines - 30 Point Plan as outlined in the Marin County Health and Human Services Guided Return to Site-Based Classroom Instruction. Each RVSD school's SSSPP has been reviewed by MHHS.

In addition and in accordance with the January 14, 2021 launch of Governor Newsom's Safe Schools for All and the California Department of Health's (CDPH) updated COVID-19 and reopening in-person guidance, we have completed and posted to our website a COVID-19 Safety Plan (CSP), consisting of the Cal/OSHA COVID-19 Prevention Program (CPP) and the COVID-19 School Guidance Checklist.

## **Psychological Trauma**

A risk to the life and safety of students and staff may exist 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:**

- o Keep the individual under continuous adult supervision.
- o Keep the individual on campus until parent/guardian has been notified.
- o Arrange appropriate support services for necessary care of individual.
- o 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).
- o School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - o Provide parents/guardian with the names and phone numbers of mental health resources
  - o Recommend that the parents make an immediate contact with a therapist.
  - o Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
  - o Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
  - o Provide follow-up collaborative support for the student and parents (as indicated) within the school
  - o Develop a safety plan prior to the student's return to school.
  - o Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

### **STAFF ACTIONS:**

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

## **Suspected Contamination of Food or Water**

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

### **STAFF ACTIONS:**

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

### **PREVENTATIVE MEASURES:**

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

## **Tactical Responses to Criminal Incidents**

### **Unlawful Demonstration or Walkout**

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

### **STUDENT ACTIONS:**

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

- o Do not speculate to others or perpetuate rumors.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

# Emergency Evacuation Map

