Comprehensive School Safety Plan

2025-2026
School Year

School: Lewiston Elementary School

CDS Code: 53717466053789

District: Lewiston Elementary

Address: 685 Lewiston Rd.
Lewiston, CA 96052

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Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe 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 I, 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 Lewiston Elementary School Office.

Safety Plan Vision

The mission of Lewiston Elementary School is to provide a safe, orderly, and inclusive environment where "Affiliation and Bonding" form the foundation of student success. We believe that by building strong relationships and modeling behavioral expectations of being Safe, Responsible, and Respectful, we empower students to communicate openly about campus safety.

When violence is directed at an employee or student, the district takes steps to ensure that all appropriate legal measures are instituted to protect that person.

Verbal abuse is never tolerated and anyone participating in the misconduct will be disciplined according to school procedures and policy.

School staff work hard to build relationships and to convey a feeling of fairness to students in order to enable them to feel safe in reporting any possible danger on campus including, but not limited to, weapons or threats against themselves, other students or staff members.

BEHAVIORAL EXPECTATIONS Behavioral expectations will be clearly posted, stated and modeled by staff members. All staff will send positive messages to students by modeling high moral standards and showing no favoritism.

ACADEMIC EXPECTATIONS The Lewiston Elementary School District has adopted California State Standards so that academic expectations are clear and positive. All instructional staff members necessitate the efficient use of class time so that student learning can be maximized.

SUPPORT AND RECOGNITION The Lewiston Elementary School staff and students will be given appropriate recognition for constructive and positive behavior frequently and publicly (when appropriate). By giving positive feedback, the administration shall show students and staff the appreciation needed to reinforce those feelings and behaviors. Students will participate in Social-Emotional Lessons weekly. This is given for SAFE, RESPONSIBLE, and RESPECTFUL behaviors.

To protect the rights and dignity of every student regardless of immigration status, and in compliance with EC § 234.7 (AB 699), Lewiston Elementary strictly prohibits the collection of citizenship data and adheres to the Attorney General's "Safe Haven" model policies.

By combining high academic expectations with robust social-emotional learning and strict adherence to the California Education Code, we ensure that our campus remains a sanctuary for learning where verbal abuse and discrimination are never tolerated, and every child's right to a free public education is fiercely protected.

Components of the Comprehensive School Safety Plan (EC 32281)

Lewiston Elementary School Safety Committee
The safety committee consists of the Superintendent, Head of Maintenance, teacher, classroom aide, and school board member.

Assessment of School Safety
Assessment of school safety the district's comprehensive safety plan shall be regularly reviewed and updated in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

The following information is reviewed annually by the committee:

- Student Behavior Incident Reports
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Recent research has indicated that comprehensive safe school planning can be instrumental in producing a safe school environment. In the Los Angeles area the process has been refined and revised over the past ten years and four basic principles have evolved:

1. Safe schools are caring schools. Students in safe schools feel respected and know that the people in that learning community care about their individual needs and expect them to succeed. The student's cultural heritage is respected, and there is tolerance for racial, language, physical, and ethnic differences in the school. Similarly, staff members in a safe school perceive that they are safe and their ideas about school improvement are valued. Safe schools welcome parents and community members who share their ideas, talents, and resources to improve the school environment and make the school a valued part of the community.

2. Safe schools are built through the cooperative efforts of parents, students, teachers, classified staff; law enforcement representatives, and community members.

3. Safe schools communicate high standards. Students and staff know that learning and achievement are encouraged and highly valued and that positive social behaviors are expected. They know that the achievement of each individual is valued regardless of innate academic or physical talents. The consequences for violating the rules and standards are equally clear.

4. Safe schools stress prevention, and the staff and students are prepared. Ongoing training opportunities allow students and staff to increase their ability to deal with conflict, anger, and other threats to safety. Safe schools have security checks regularly to identify potential physical hazards or the school's vulnerability to crime and vandalism. They also institute ongoing programs to prevent gang activity, drug, tobacco, and alcohol abuse; and other negative behaviors. Finally, because it is impossible to prevent all problems, safe schools have crisis response plans in place to deal with unforeseen emergencies.

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

With concern for the total well-being of each student, the Governing Board has directed the employees of the district to report known or suspected incidences of child abuse in accordance with state law and district regulations. District employees have been instructed to cooperate with the child protective agencies responsible for reporting, investigating, and prosecuting cases of child abuse.

This policy and regulation apply to all certificated employees of the district and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law. (Penal Code 11165.7 and 11165.8)

The superintendent/principal has been instructed to develop and implement regulations for identifying and reporting child abuse.

The superintendent/principal has been instructed to provide training on child abuse identification and reporting to all school personnel, including teachers, instructional assistants, and other classified staff. (Penal Code 11165.7) This is accomplished through Keenan Training annually.

All employees trained in child abuse identification and reporting shall be given, as part of that training, written notice of the child abuse reporting requirements and their confidentiality rights. Policy Reference 5141.4
(Penal Code 11165.7)

DEFINITIONS and CONSIDERATIONS
Child abuse or neglect includes the following:

- 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 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

- A mutual affray between minors.
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
- An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employees of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Part 1: LEGAL REQUIREMENTS: Education code 32282(a)(2)(A)
*Superintendent/Principal must include explicit procedures for the following:
1. Supervision and protection of students from abuse, neglect, and sexual offenses
2. Child abuse prevention protocols
3. Professional boundary expectations
4. Limits on electronic and social media communication between adults and students
5. Identification and response to suspicious or grooming behavior

Part 2: CHILD ABUSE REPORTING PROCEDURES:
*This also includes: Child Abuse Prevention, Supervision & Professional Boundaries
A report is required when a 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." (PC 11166).
Timeline of reporting: An immediate telephone report followed by a written report (Form SS 8572) within 36 hours.

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

Disaster Plan (See Appendix C-F)
The Governing Board is fully committed to preventing violence and crime on school grounds. The superintendent/principal and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

In order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events that threaten to result in a disaster.

The superintendent and principal have been instructed to develop and maintain a disaster preparedness plan, which details provisions for handling all foreseeable emergencies and disasters.

District and site plans shall address at least the following situations:
1. Fire on and off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threats
4. Attack or disturbance by individuals or groups

The Superintendent or principal should ensure that the plan includes:
1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis.

Items to be included in the disaster preparedness plan include the following:
1. Fire drills and fires, Policy Reference 3516.1
2. Bomb threats 3516.2
3. Earthquake emergency 3516.3
4. School safety and security 3515
5. Visitors on campus 1250
6. Weapons and dangerous instruments 5131.7
7. Search and seizure 5145.12

Adaptations for Students with Disabilities
Disaster Procedure for IDEA pupils (20 U.S.C. 1412(a)(16); Education Code § 32821 requires schools to develop safety plans). Education Code 32822(a) tells schools what to include in a "comprehensive school safety plan." As part of that requirement subsection (B(i)) requires "Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES
Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:
- Establish a buddy system *. People with disabilities should prepare for emergencies by instructing a coworker or supervisor on how to assist in an emergency.

- If assistance is not immediately available, disabled people should remain near the stairwell landing. Rescue personnel will first check all exit corridors and stairwells for those trapped. She/he should continue to call for help until rescued.
- Individuals who cannot speak loudly or have voice/speech impairments should carry a whistle or have other means of attracting the attention of others.

Evacuation Policy for People with Disabilities
School personnel shall familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory disabilities.

In All Emergencies, After an Evacuation has Been Ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort. Comprehensive School Safety Plan 10 of 43 2/5/24
- Check on people with special needs during an evacuation, determine if they have established a "buddy system," and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

1) *Establishing a "buddy system" whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack. Develop a "buddy system" for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack. "Buddies" should educate partners about the physical, psychological, and communication support needed to increase their safety during an active shooter attack.

o Have an escape route and safety plan in mind, specific to their respective needs;
o Practice escape routes and safety plans by locating exits and locking offices and conference rooms before and during drills and exercises.
o Establish a "buddy system" with coworkers.
o Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
o Coordinate with management and colleagues/" buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
o Use assistive devices or durable medical equipment to secure a hiding spot (such as parking and locking heavy wheelchairs in front of a door);
o Practice self-soothing techniques to remain calm and collected; and
o Look for improvised weapons that can be used aggressively within an individual's ability

2) Institute a "roll call" system into their emergency preparedness plan as a means of accounting for all staff once they have reached a safe location or assembly point. Include a specific list of students with all-student attendance roles with suggested accommodations. These persons may not be able to hear, physically comply with, or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities during and after an active shooter event. Individuals need to know that once they reach a safe location, they must remain in that area with law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Public Agency Use of School Buildings for Emergency Shelters
The Governing Board has designated the superintendent authorization to work with local agencies, such as the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence may cause a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero-tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent or principal any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Lewiston's policy and procedures for student suspension and expulsion. Lewiston staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Lewiston's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at Lewiston's Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Lewiston has a basis of knowledge of a suspected disability pursuant to the Individuals with IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Lewiston will follow all applicable federal and state laws, including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by Lewiston for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational right's holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational right's holder requests a hearing, Lewiston shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational right's holder requests a hearing, the student shall remain enrolled and shall not be removed until Lewiston issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below

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

The Board supports a zero-tolerance approach to serious offenses. This approach makes removing potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent or principal any incidence of offenses specified in law, Board Policy, and Administrative Regulation as cause for suspension or expulsion.

The Board desires to provide a safe and secure workplace for its employees. Employees have been instructed that they may use reasonable force when necessary to protect themselves from attack, another person, or property, or to quell a disturbance.

The superintendent/principal has been instructed to inform the teacher of any student in his/her class who has engaged in or is reasonably suspected of engaging in a dangerous act.

When informed by the court a minor student has committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in penal Code 290, assault or battery, larceny, vandalism or graffiti, the superintendent or principal shall so inform any teacher or administrator he/she thinks may need the information to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

(E) Sexual Harassment Policies (EC 212.6 [b])
The district's Governing Board shall not tolerate any behavior by school staff members that constitutes sexual harassment of a student.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when: (Education code 212.5)

For purposes of suspension and expulsion, the conduct constitutes harassment when, considered from the perspective of a reasonable person of the same gender as the victim, it is sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 48900.2)

The superintendent/principal has been instructed to develop guidelines for identifying sexual harassment and investigating complaints involving it.

The Lewiston School Board desires to provide Lewiston employees with a working environment that is free of unlawful harassment. To achieve this, Lewiston Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. Lewiston will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with whom the school does business

This policy applies to all employee actions and relationships, regardless of position or gender. Lewiston will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action if warranted. Lewiston shall not tolerate retaliatory action or behavior against a Lewiston employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, Lewiston employees shall include applicants for employment in Lewiston.

Sexual Harassment: In accordance with existing policy, discrimination on the basis of gender in educational institutions is prohibited All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by Lewiston. Lewiston is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any Lewiston employee who permits, engages in, or participates in sexual harassment of another Lewiston employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

The school administrator is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any Lewiston employee become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student shall immediately contact the Lewiston administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment directly with the Lewiston School Board.

Employees who witness harassment and do not report it may be subject to disciplinary action, up to and including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 4319.11 - Complaints Concerning Lewiston Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;

- Deferential or preferential treatment based on any of the protected classes above.

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances;
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by Lewiston or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding Lewiston's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm.
- Publicizing and disseminating Lewiston's unlawful harassment policy to staff.
- Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary.
- Taking timely and appropriate corrective/remedial actions after the completion of an investigation. This may require subsequent monitoring of developments.

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

Education Code 35183 authorizes the Board to approve a site-initiated plan that prohibits the school's students from wearing gang related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board approving the school plan must determine that the policy is necessary for the health and safety of students. In Marvin H. Jeglin et al v. San Jacinto Unified School District et al, 827 F. Supp. 1459 (C.D. Cal. 1993), a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with school activity. Education code 35294.1 specifies that for the purpose of establishing a school wide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education code 48950.

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

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code maybe included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (32282(a)(1)(B))
Under the California Tort Claims Act (Government Code 8 10-996.6), school districts are liable for their employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. Within the scope of their employment, school staff are held to that degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." (Daily v. Los Angeles Unified School District (1970) 2 Cal 3d 741, 747)

The principal has been instructed to ensure that certificated employees, teacher aides, or yard aides supervise the conduct and safety, and direct the play, of students of the school.

The principal has been instructed to ensure that certificated employees, teacher aides, or yard aides supervise the conduct and safety, and direct the play, of students of the school who are on school grounds before and after school, during recess, and during other intermissions.

Teachers have been instructed to be present at the school not less than 30 minutes before the time that school starts. The principal, in cooperation with the teaching staff, shall provide for the supervision and safety of students on campus prior to the opening of the cafeteria.

The superintendent or principal shall ensure that teachers, teacher aides, yard aides, and volunteers who supervise students receive instruction in the above safety practices and in supervisory techniques which will help them to forestall problems and resolve conflicts.

The governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. The extent to which the district provides for transportation services shall depend upon student and community needs and a continuing assessment of financial resources.

The superintendent or principal shall recommend to the Board the most economical and appropriate means of providing transportation services.

The superintendent and principal shall develop procedures to promote safety for students traveling in school activity vans and buses.

Procedures for safe ingress and egress of students, parents, staff, and visitors are provided through the handbook, orientations, assemblies, and social media. Parents/Guardians are informed of procedures for student drop-off and pick-up and given frequent reminders about traffic and campus safety. Administration assists families in crossing at designated places within the school boundaries. Lewiston is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive at campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy and is subject to disciplinary consequences.

PROCEDURES for CAMPUS VISITORS and VOLUNTEERS:
Are outlined in the Parent-Student Handbook.
1.Campus visitors are required to check in with school personnel in the main office.
2.Office staff will verify the pre-approval of campus visitor and their appropriate identification.
3.Upon verification, the visitor will be issued a visitor badge and be required to sign in and out during the visit.
4.All volunteers and campus visitors are required to sign-out before leaving campus.
5.School volunteers are required to fill out a volunteer application.

FEDERAL DISABILITY ACCOMMODATIONS:
Lewiston Elementary School District is committed to the safety of all students and staff. In accordance with SB 323 and Education Code 32282, this Comprehensive School Safety Plan includes specific adaptations for individuals with disabilities to ensure equitable access to disaster and emergency procedures. These procedures comply with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA).

Procedures addressing compliance with:
1. Americans with Disabilities Act (ADA)
2. Section 504 of the Rehabilitaion Act.
3. IDEA, including during emergencies.

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

Component:
Characteristics of Students and Staff

Element:
ETHNIC/CULTURAL DIVERSITY All backgrounds of students are acknowledged, respected, and incorporated in the school curriculum and activities. District programs and activities are free from discrimination with respect to sex, race, color, religion, national origin, or ethnic group. All staff are highly sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Curriculum and activities are created to help students realize the value of individual ethnic and cultural differences.

BP 5145.3 Nondiscrimination/Harassment BP 6141.2 Recognition of Religious Beliefs and Customs BP 6141.6 Multicultural Education

Bilingual and English-as-a-second-language (ESL) programs are not needed at this time. If there is ever a need to have ESL courses on campus, we will address that need.

LIFE EXPERIENCES OF STUDENTS AND STAFF Social service support systems are coordinated with school to provide needed services. Lewiston Elementary School coordinates social service support systems through the school by providing needed services (e.g. food, clothing, shelter, protective services, parenting classes, and support groups) either by using in-place school programs such as ASES, school counselors and nurses or by referral to outside support systems such as the local health department, Child Protective Services and the Human Response Network.

To address issues relevant to the student body, Lewiston Elementary School employs the expertise of support services such as Human Response Network, Behavioral Health, and the Trinity County Tobacco Education Department to hold classes during school to address such issues as violence, gangs, drugs, and family structures. The school also utilizes known artists and other people in the community that has unique and/or special talents that they can share with the students to enrich their education.

STAFF EXPERTISE Staff receive ongoing in-service training to meet the changing needs of the student body. (e.g. training in conflict resolution, anger management, cultural awareness, ADHD, students with disabilities, students with severe emotional/behavior problems, alcohol, and other drug use prevention, CPR and First Aide, and child abuse reporting requirements)

BP/AR 4131 Staff Development-Certificated Employees BP 4157 Employee Safety BP/AR 4158 Employee Security BP 4231 Staff Development-Classified Employees AR 5141.4 Child Abuse Reporting Procedures

PHYSICAL HEALTH CONCERNS
Lewiston Elementary School has instructional programs in place that are geared specifically to nutrition, alcohol, tobacco, and drug abuse prevention, and AIDS and other communicable diseases. The school also utilizes the services offered by experts in the field for prevention and intervention programs for students and their families. BP/AR 5131.6 Alcohol and Other Drugs BP/AR 5131.62 Tobacco BP/AR 6142.1 Family Life/Sex Education/HIV and Aids Prevention Instruction

IMMIGRANT STUDENT AND FAMILY SUPPORT / IMMIGRATION ENFORCEMENT NOTIFICATION (SB 98 Compliance)
Lewiston Elementary School is a "Safe Haven" for all students. In accordance with California Assembly Bill 49 and Senate Bill 98, the District is committed to maintaining a safe, secure, and peaceful learning environment. We ensure that all students—regardless of their immigration status or that of their families—have equal access to a public education.

To minimize disruption and protect the rights of our school community, the following protocols are in effect:
1.No officer or employee of an immigration enforcement agency shall be granted access to non-public areas of the campus without first presenting a valid judicial warrant, judicial subpoena, or court order.
2.The Principal or designated administrator will request valid identification from any individual seeking entry for enforcement purposes.

Notification Requirements (SB 98 Compliance):
1.Upon confirmation of the presence of immigration enforcement on or near the school site, the District will immediately notify all parents, guardians, teachers, administrators, and school personnel. The notification will include the date, time, and specific location of the confirmed presence. It will not include any personally identifiable information of students or families. Notice will be distributed via email and SMS.

Data Privacy and Student Records:
1.The District shall not disclose student or family information (including citizenship or immigration status) to immigration authorities without a judicial warrant or written parental consent.

Family Support:
1.The District will provide "Know Your Rights" material to families and local and legal counseling agencies.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
The School's Physical Environment

Element:
SCHOOL LOCATION The school is not in close proximity to businesses and commercial centers, but is an integral part of the community through its role in community activities. Lewiston Elementary School encourages community participation through the use of Volunteer Assistance and other school-connected organizations. Our ASES and School Site Council encourage ALL community members to become involved with the school by participating in the many activities offered throughout the year.

BP 1112 Media Relations BP/AR 1220 Citizen Advisory Committees BP 1230 School Connected Organizations AR 1240 Volunteer Assistance BB 9010 Public Statements

Lewiston Elementary School is located on a two-lane rural road, miles from commercial areas which keeps safety hazards such as toxins or heavy traffic from impacting our school. The school seeks the cooperation of nearby businesses, employs the help of community members, the local Volunteer Fire Department and Sheriff's Department and Probation Department to obtain information on possible student crimes and truancy.

BP 1400 Relations Between Other Governmental Agencies and the Schools

SCHOOL GROUNDS Lewiston Elementary School campus consists of only three buildings; the main classrooms are in one, one portable, and the gym in the other. To keep our students supervised, safe, and maintain an orderly environment, the campus is "closed" during school hours. Once students arrive at school, they must remain on campus until the end of the school day unless they have brought written authorization from their parents/guardians and received permission from school authorities to leave for a specific purpose. Students who leave campus without such authorization are classified as truant and will be subject to disciplinary action.

BP 5112.5 Open/Closed Campus

The school is committed to keeping the school safe from intruders and requires all visitors to register in the office upon coming on campus. All staff members are trained on what action to take if they observe a stranger on campus and when and how to get help from law enforcement authorities when necessary.

BP/AR 3515.2 Disruptions

Lewiston Elementary School places a high priority on safety and on the prevention of student injury

The school campus, except for designated parking areas, has a chain link fence with locked gates. Vehicles do not have access to school grounds. Staff ensures that certificated and classified employees are constantly supervising the conduct and safety of students who are on school grounds before and after school, during recess, and during other intermissions.

When physical conditions exist that could lead to accidental harm (damaged playground equipment, fences, lights, or broken glass) the maintenance person is contacted to correct the damage immediately.

Lewiston Elementary School does not have a swimming pool.

BP/AR 5142 Safety

The Governing Board and Staff at Lewiston Elementary School consider vandalism a very serious matter. Any damage caused, including the writing of graffiti, is given priority attention and corrected as soon as possible.

BP 5131.5 Vandalism, Theft and Graffiti

SCHOOL BUILDINGS AND CLASSROOMS Lewiston Elementary School buildings and classrooms are old and we are looking to receive a financial hardship (facilities) grant. There is an external video surveillance security system in place to further prevent off-hour criminal activities.

All classrooms have an appropriate amount of space for student-teacher ratio. All educational staff members take pride in appropriately decorating their classrooms to make them appealing to the eye and to generate student interest.

INTERNAL SECURITY PROCEDURES School crime is consistently recorded by the Business Manager in compliance with state law. All crime data is compiled and this information is submitted regularly to the State Department of Education. Copies of any crime reports are always available to the public upon request.

AR 3515.1 Crime Data Reporting BP 3515 School Safety & Security

To protect valuables and equipment, the school maintains an up-to-date inventory of all valuable assets. All assets are tagged with inventory tags and recorded in the fixed asset inventory with all identification information (description, serial number, date of acquisition, current location). All valuables and equipment are stored in secure locations within the school to prevent theft. At the end of each year, a physical inventory is taken to ensure that all valuables are on campus.

AR 3440 Inventories

Lewiston Elementary School has an average staff-to-student ratio of one staff member for every 6-7 students. The campus is small and therefore the staff is used as effective monitors and there is no need to recruit outside help.

The school recognizes that district facilities are a community resource whose primary purpose is to be used for school programs and activities and that school facilities provide an important link between district and community. Because of this belief, the school authorizes the use of school facilities without charge by nonprofit organizations, and clubs or associations organized to promote youth and school activities. Lewiston Elementary School has a "Facility Use Permit" which allows any community group to use the school facilities during off-hours, so long as they submit a statement of information indicating that the organization upholds the state and federal constitutions, carries appropriate insurance, and does not intend to use school premises to commit unlawful acts.

BP/AR 1330 Use of School Facilities BP 3530 Insurance Management

Lewiston Elementary School maintains policies and procedures to follow during human emergencies and natural emergencies. All school personnel and students receive training to respond quickly and responsibly to emergencies, disasters, and events that result in a disaster. Lewiston Elementary School also provides continuous training to staff members throughout the school year on other safety issues.

BP/AR 3516 Emergencies and Disaster Preparedness Plan AR 3516.1 Fire Drills and Fires AR 3516.3 Earthquake Emergency Procedure System AR 3543 Transportation Safety and Emergencies BP 5145.12 Search & Seizure BP/AR 5131.7 Weapons and Dangerous Instruments

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
The School's Social Environment

Element:
LEADERSHIP The principal/superintendent provides leadership and vision for school achievement establishes a positive style and tone, and sets the direction for the school.

The Lewiston Elementary School administration believes that shared decision-making at the site level can be the key to improving education. Staff, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring, and evaluating plans which respond to the school's unique needs and which also coincide with district goals. Throughout the year, our principal/administrator seeks out ideas and suggestions from certificated and classified staff members along with the students, parents, and community members as evidenced by the strong School Site Council, numerous staff meetings, and constant communication with parents and community members.

BP 0420 School-based Management/Site Councils.

The Lewiston Elementary School administration recognizes the importance of staff attitudes toward and treatment of students and parents because of this, the administration models and expects staff to demonstrate responsiveness, respect, consideration, and sensitivity. The principal/superintendent is always readily available to parents, students, staff, and community members.

The principal/superintendent is actively involved in all curricular matters. They foster teamwork by requiring all certificated staff members to take part in the establishment of performance standards and the articulation of curriculum throughout each grade level in the school.

SCHOOL SITE MANAGEMENT The Lewiston Elementary School administration believes that shared decision-making at the site level can be the key to improving education. Staff, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring and evaluating plans which respond to the school's unique needs and which also coincide with district goals. The school site council participates in setting goals and has input in budgeting financial resources to reach those goals. Community members are always encouraged to provide input that would improve any aspect of the school. In addition, student study teams are employed to set individual goals for students when necessary.

Lewiston Elementary School, in conjunction with the Trinity County Office of Education, provides services such as counseling, health evaluation, and referrals to help meet the needs of students and families. Educational resources such as tutors are also always available to any student who needs extra academic assistance to be successful.

BP 0420 School-Based Management/Site Councils BP 0420.1 School-Based Coordinated Program BP 0420.2 School Improvement Program

CLASSROOM ORGANIZATION AND STRUCTURE Lewiston Elementary School believes that a quality education can only happen in an orderly learning environment that provides an opportunity for each student to develop the concept of self-worth, self-discipline, and a positive attitude towards responsible citizenship. Part of the school curriculum focuses not only on the mastery of basic skills, but also fosters an awareness and understanding of our country's history, ideals, and diverse ethnic, racial, and cultural heritage while developing student capability for emotional development, anger management, choices, refusal skills, social expectations, career decisions, goal setting, and effective communication and relationships.

BP 0200 Goals for the School District
BP 0210 Goals for Student
BP 0420 School-based Management/Site Councils
BP/AR 5113 Absences & Excuses
BP 6010 Goals and Objectives
BP/AR 6151 Class Size
BP 6164.5 Student Study Teams

Learning styles of students are constantly assessed and appropriate instructional strategies are employed to accommodate varying styles. Student assessment is used to help students, parents, and teachers to identify each student's academic strengths and progress as well as areas needing improvement in order to enhance teaching and learning.

BP/AR 6162.5 Student Assessment
BP 6190 Evaluation of the Instructional Program
BP/AR 6146 Elementary School Promotion/Standards of Proficiency

It is recognized by school staff that class time should be dedicated to student learning and that classroom interruptions that are not related to the educational program should be kept at an absolute minimum. To ensure that classroom interruptions are minimal, any messages to teachers or students are distributed in writing and are only delivered during recess, except in the case of an emergency. School maintenance operations involving noise or classroom disruption are performed after school hours and school visitors and observers come through the office to make sure that their entry into classrooms is at a time that will not disrupt the education of students.

BP/AR 6116 Classroom Interruptions BP 1250 Visitors/Outsiders

Curriculum is developed in a way that encourages students to work together through cooperative learning techniques. All staff members observe closely at all times to ensure that students are not permitted to victimize more vulnerable students. Any student who engages in this behavior is quickly and appropriately punished which deters other students from participating in this unwanted behavior.

BP/AR 5144.1 Suspension and Expulsion/Due Process

The rules of the school pertaining to student discipline are distributed through the Parent-Student Handbook and are available in the Principal's Office at Lewiston Elementary School Office.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Lewiston Elementary School Student Conduct Code
The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going or coming from school, or at school activities.

The superintendent or designee shall ensure that Lewiston Elementary School develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents shall be notified of district and school rules related to conduct.

Conduct Code Procedures
Lewiston Elementary School provides for the fair and equitable treatment of students facing disciplinary action by affording them not only their due process rights under the law but by clearly disseminating academic and behavioral expectations and the related consequences to students who choose to deviate from them. Written dissemination of these expectations and consequences occurs through the distribution of the "Lewiston Elementary School Student Agreement", "Parent-Student Handbook" and the "Parent's Rights Handbook." Verbal dissemination is accomplished through certificated staff discussions with their class. All staff members are trained by the administration to understand behavioral expectations and what action to take when student misconduct occurs so that they may respond fairly and consistently. There are existing policies in place regarding behavioral discipline and academic expectations to ensure that staff members follow consistent procedures.

When criminal behavior on the school campus occurs, the administrator notifies the appropriate county law enforcement authority if necessary. The school policy "Suspension and Expulsion/Due Process" clearly defines when and how to notify law enforcement authorities.

Disciplinary policies have been developed jointly by the administrator and classroom teachers at the school. These policies were developed under the belief that positive behavior intervention strategies should be used to avoid unnecessary confrontations and when misconduct occurs, that the staff shall make every effort to identify and correct the cause of the student's misbehavior rather than focus solely on the symptoms of the problem.

BP 4118 Suspension/Disciplinary Action BP 4218 Dismissal/Suspension/Disciplinary Action BP/AR 5131 Conduct BP 5132 Dress & Grooming BP 5144.1 Suspension and Expulsion/Due Process BP/AR 5144 Discipline BP 5145.7 Sexual Harassment

PARTICIPATION AND INVOLVEMENT Lewiston Elementary School facilitates partnerships between the school and parents, students, staff, and community members through a school improvement program administered by the Lewiston Elementary School Site Council. Parents and community members are recruited to help in the development of all aspects of school improvement, from curriculum to school beautification. The school believes that keeping students, parents, and community members involved helps strengthen the feeling that what happens at the school is "their" concern. To maintain involvement, the school maintains a constant level of communication through newsletters, the marquis sign, notices, and verbal communication.

The school uses the resources of many community support agencies such as mental health, child protective services, and juvenile probation department.

School staff recognizes that parents are their children's first and most influential teachers and that continued parental involvement in the education of children greatly contributes to student achievement and conduct. Administrators and teachers keep parents well informed about school expectations and encourage parents to serve as volunteers in the school.

BP 1240 Volunteer Assistance BP 6020 Parent Involvement

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

Lewiston Elementary School Student Conduct Code The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going or coming from school, or at school activities.

The superintendent or designee shall ensure that Lewiston Elementary School develops standards of conduct and discipline consistent with board policies and administrative regulations. Students and parents shall be notified of the district and school rules related to conduct.

Conduct Code Procedures The Governing Board established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5) Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in administrative regulation. The Board supports a zero-tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent or principal any incidence of offenses specified in the law, Board policy, and administrative regulation as cause for suspension or expulsion.

The rules of the school pertaining to student discipline are distributed through the Parent-Student Handbook and are available in the Principal's Office at the Lewiston Elementary School Office.

(K) Hate Crime Reporting Procedures and Policies

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.

Hate crimes are not tolerated at Lewiston Elementary School. Any student who feels they are a victim of hate-motivated behavior shall immediately contact the superintendent/principal. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to disciplinary action in accordance with Board policy and administrative regulations. In addition, the district shall provide counseling, appropriate sensitivity training, and diversity education to students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance, and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and to handle it appropriately.

(J) Procedures to Prepare for Active Shooters

In order to prepare for an Active Shooter, the following procedures will be followed:

- We will ensure active shooter drills are trauma-informed and developed with the input of school personnel, including school-based mental health professionals, and that the drills use age and developmentally appropriate content and terminology.

- We will notify all parents and guardians of students in advance that a drill will be taking place and of the expected length of the drill. We will provide parents or guardians an opportunity to opt their child or children out of the drills and also provide notice to all parents after the drill has concluded.

- We will notify all teachers, administrators, and school personnel who are subject to the drills in advance that the drill will be taking place and of the expected length of the drill.

- We will make an announcement to students and educators immediately before the start of the drill, and immediately after the drill has concluded. We will provide resources such as contact information for school and community-based resources, including local organizations focused on reducing gun violence and mental health counseling, to parents and guardians, students, and staff.

Staff members can use any or all of the 3 options below during a violent intruder event.

- Enhanced Lockdown

Violent Intruder Event Response/Options: Staff members are trained to recognize an ALERT and immediately determine a course of action.

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Staff have been advised, when announcing an event, to speak in plain language - no code words - and provide as many details as they know (what, where, who, how, what direction). The details provided will help other staff members gauge an appropriate course of action based on where they are in relation to the intruder.

Evacuation/Assembly plan for directions:
When a safe evacuation is not possible, the next best option is an enhanced lockdown. Enhanced lockdown includes shutting and locking the doors and windows of the room, creating a barricade against the door(s) with all available items such as desks, chairs, tables, etc. Be as quiet as possible and turn down any electronic devices so they don't inadvertently attract the intruder to your room. Once the door is locked and barricaded,

DO NOT OPEN THE DOOR FOR ANYONE. If someone asks you to unlock the door, you can phone 911 to find out if the person knocking at your door is Law Enforcement – they can relay their position and confirm.

Whenever safe to do so, each staff member is responsible for informing other individuals in the vicinity of any/all pertinent details (what, where, who, how, what direction), in plain language, NOT using any code words. Information sharing can be accommodated through the PAGE ALL button on each phone across the COE. When safe to do so, call 911 if you have any information about the location and description of the
threat. If anyone is injured or wounded inside a room with you, when safe to do so, alert 911 of the nature and severity of injury or injuries and the location. Follow all directives of emergency
personnel.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the students parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying request a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on Interdistrict or Interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

EXAMPLES OF PROHIBITED CONDUCT

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes but is not limited to, any act described in the Education Code 48900(r).

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

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

- Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

- Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, websites, or fake profiles

MEASURES TO PREVENT BULLYING:
The Superintendent or designee shall implement measures to prevent bullying in the Lewiston school district, including, but not limited to, the following:

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

STAFF DEVELOPMENT
The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education {CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

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

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

INFORMATION AND RESOURCES
The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

- The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
- The definition of sex discrimination and harassment as described in Education Code 230, including the rights outlined in Education Code 221.8
- Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website under Education Code 221 .6

- District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
- A section on social media bullying that includes all of the references described in

Education Code 234.6 as possible forums for social media

- A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
- Any additional information the Superintendent or designee deems important for preventing bullying and harassment

STUDENT INSTRUCTION

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

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

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

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

REPORTING AND FILING COMPLAINTS

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

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

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

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

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

DISCIPLINE/ CORRECTIVE ACTIONS

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

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

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

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

Sudden Cardiac Arrest & Medical Emergencies
Sudden Cardiac Arrest (SCA) & Life-Threatening Medical Emergencies:
Lewiston Elementary School recognizes that medical emergencies, including Sudden Cardiac Arrest (SCA), require a rapid and coordinated response to prevent death or permanent disability. This plan establishes a "Chain of Survival" to ensure immediate recognition, CPR, and defibrillation.

Sudden Cardiac Arrest (SCA) Protocol:
In the event of a suspected cardiac arrest (e.g., an individual collapses, is unresponsive, and is not breathing or is only gasping):
1.The first staff member on the scene shall call 911 and alert the school office to initiate a "Medical Emergency/Code Blue" broadcast.
2.CPR: shall begin immediately by the nearest trained provider.
3.Rapid Defibrillation: A second responder shall retrieve the nearest Automated External Defibrillator (AED).
Primary AED Location: Main Office in the first-aid room.
4.AED Application: Protocols to administer the AED will be followed by a trained provider.
5.EMS Coordination: A designated staff member will meet Emergency Medical Services (EMS) at the front of the school and escort them directly to the victim.

Other Life-Threatening Medical Emergencies:
1. Anaphylaxis
2. Opiod Overdose
3. Severe Bleeding
To comply with California mandates and Ed Code 49414, the school maintains Epinephrine auto-injectors in the Main Office and Health/First Aid Office. Designated staff members undergo annual training to recognize the symptoms of anaphylaxis—including hives, swelling, and difficulty breathing—and are authorized to administer the injection during an emergency. Furthermore, in response to the opioid crisis, the school has established a protocol where staff will immediately call 911 and administer nasal Narcan upon the suspicion of an overdose, identified by pinpoint pupils, blue lips, or respiratory depression. To address traumatic injuries, Bleed Control Kits are strategically located throughout the campus, and staff are prepared to apply direct pressure or a tourniquet as trained until Emergency Medical Services (EMS) arrive.

Opioid Prevention and Life-Saving Response Procedures
Melanie's Law for School Safety Plans:
The District provides naloxone hydrochloride, commonly known as Narcan, to school nurse and trained personnel who have volunteered and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The County Office of Education school nurse shall obtain from an authorizing physician and surgeon a standing order specifying the quantity of naloxone hydrochloride or another opioid antagonist to be furnished. Pursuant to California Education Code 49414.3, the district will utilize naloxone hydrochloride or another opioid antagonist for emergency aid and shall distribute a notice at least once per school year to

all staff that contains a description of the training that the volunteer will receive. Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Opioid overdose Protocol For known/suspected opioid overdose or signs of life-threatening emergency, such as:
LUNGS: Slow, shallow, erratic or no breathing, snoring, or choking with gurgling rattle
PULSE: Slow, erratic, or not present
MENTAL STATUS: Unconscious, minimally responsive, limp body, unresponsive to painful stimuli
SKIN: Pale, blue, gray or ashen color, clammy face, blue or purple lips or nail beds

Steps to take:
1. Determine if the person is conscious or unresponsive-shake, shout, perform sternal rub
2. Activate school emergency response and call/ask someone to call 911. State the person is not breathing
3. Provide CPR/Rescue Breaths/AED for an unresponsive victim
4. Administer opioid antagonist per manufacturer's instructions
5. If breathing, roll person on their side and monitor breathing/pulse until EMS arrive
6. If no response in 2–3 minutes, place person on back and give a second dose of intranasal naloxone.
7. Monitor and support the patient until EMS arrives and assumes care of the patient.
8. Notify parent/guardian and school nurse.
9. Report administration of naloxone as indicated in school policy.
10. Debrief at site level following event.

Response Procedures for Dangerous, Violent, or Unlawful Activities
Dangerous, Violent, or Unlawful Activity

The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt the normal operations on campus, threatens the health or safety of anyone on school property, or causes or threatens to cause damage to school property.

The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders.

ALL INTRUDERS WILL BE TREATED AS ARMED AND DANGEROUS

Depending on the situation, follow the Standard Response Protocol to determine the appropriate response.

Depending on the situation, notification will come over the intercom using the following message:
" HOLD, SECURE, LOCK DOWN or EVACUATE/RUN"

Principal or designee calls 911.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the intruder's location and can safely report this information to the office.

Wait for further instructions from the administrator or law enforcement.

To reduce the risk of an incident of targeted violence on our campus through the formalization of a comprehensive protocol for the Lewiston School District that helps identify individuals whose behavior causes concern and facilitates communication of those concerns to the involved parties. Once identified and communicated, the involved parties will collaborate to conduct a threat

assessment and refer the individual to appropriate services.

Our response includes the following prevention, mitigation, response, and recovery strategies in Comprehensive School Safety Plans.

PREVENTION STRATEGIES

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Lewiston School District, and law enforcement representatives.

2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the school emergency contact application, which consists of three major interfaces:

- After-hours emergency contacts for each school within the district, as well as the district itself. These contacts should only be used in the event of an emergency when school is not in session.
- Law enforcement agencies and other emergency personnel (i.e., PERT) emergency contact information during critical after-hours, weekends, and holidays.
- Individual school users enable schools to provide law enforcement the ability to contact individual school officials during critical after-hour emergency situations.

3. Adopt an anonymous student reporting system and application and implement the following steps:

- Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
- Install the anonymous reporting app on all school-issued devices.
- Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.

4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:

- Document in the student's discipline record all reports of suspected warning signs or threats and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
- Document in the victim's student record the circumstances and the response of the school to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong grievance.

5. Adopt the following violence prevention programs available from Sandy Hook

- Start with Hello: Social isolation is the overwhelming feeling of being left out, lonely, and treated like you are invisible. Isolated young people can become victims of bullying, violence, and/or depression. As a result, many further pull away from society, struggle with learning and social development, and/or choose to hurt themselves or

others. Start with Hello teaches students in grades K through 12 the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.

- Say Something: Say Something teaches students in grades 6 and up how to look for warning signs, signals, and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.

6. Train all school employees to recognize and report the warning signs associated with an escalation toward violence

- Train staff on the circumstances that warrant a report directly to 911.
- Train staff to report all warning signs and threats to their school administrator.

MITIGATION STRATEGIES

1. Incorporate the following in Acceptable Use of Technology policies and agreements: "Users of the Lewiston School District network must be aware that information accessed, created, sent, received, or stored on a network or its school sites are the property of the Lewiston School District. Account users do not have any right to or expectation of privacy regarding such materials. Lewiston School District reserves the right to monitor all traffic on the Lewiston School District network."

2. Incorporate in all school site Comprehensive School Safety Plans active assailant resources.

3. Train all school employees in Options-Based Responses (Run, Hide, or Fight) to Active Assailant Situations.

4. Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:
- At least one lockdown drill annually on each school campus.
- At least one drill annually on each school campus to practice reunification procedures.
- At least one district drill annually to practice offsite evacuation and reunification procedures.

5. To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

TARGETED SCHOOL VIOLENCE RESPONSE STRATEGIES

1. If during the school threat assessment, it is believed the individual currently poses a danger to themselves or others, consider available external mental health services such as the Behavioral Health Crisis Team

2. In instances where a longer-term assessment of risk is necessary, schools should consider engaging the services of a psychologist who specializes in threat assessment and threat management to serve as an external consultant, particularly under the following circumstances:
- The school site team is uncertain how to proceed with a juvenile who makes or poses a threat and would benefit from expert consultation on the threat assessment and threat management process. Ensure the enlisted professional has experience working with juveniles and understands the juvenile justice system.
- The individual making or posing a threat is an adult or does not attend the school. School site teams are not equipped to assess and manage cases involving adults or non-students.

RECOVERY STRATEGIES

1. Utilize (all-call) system (text, voice call, e-mail, and social media) to communicate with parents and other stakeholders, and to aid in family reunification following a crisis event.

2. Train school-based mental health crisis intervention teams to support student and staff recovery needs following a traumatic event.

TARGETED SCHOOL VIOLENCE PROTOCOL

Establish a School Threat Assessment Team. It is important to remember individuals can pose a threat without verbally articulating to anyone. Oftentimes, these threats come to light through a behavior or series of behaviors observed by others. While the team composition for this model can be adapted to meet the staffing patterns of each school, school threat assessment teams are typically composed of personnel from each school site who work in the following roles:

- School site administrator
- School psychologist
- School counselor or school social worker
- School resource officer or juvenile service officer STEPS

Step 1: Evaluate the threat.

A threat assessment begins when a student is reported to have made a threat, which is defined as any expression of intent to harm someone. Threats may be oral, written, graphic, or behavioral. They may be communicated to the intended target or third parties. Behavior that implies a threat, such as carrying a weapon or acting in a
menacing manner, should be assessed to determine whether a threat is present. If a threat is identified, obtain a specific account of the threat by interviewing the student who made the threat, the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in
which the threat was made and the student's intentions.

Step 2: Attempt to resolve the threat as transient.

The team should gather information from witnesses and the student to determine the context and meaning of the threat. A transient threat is not a serious threat and may express momentary anger. It may be an expression of humor or hyperbole that does not convey genuine intent to harm. A transient threat is resolved with an explanation or apology, and although disciplinary consequences and counseling may be appropriate, safety precautions are not needed.

Step 3: Respond to a substantive threat.

If a threat cannot be resolved as transient, it should be treated as a substantive threat, which means there is some ongoing intent to harm someone. The team must take precautions to protect potential victims, including warning victims and taking appropriate actions to supervise the student. An attempt should be made to resolve any
apparent problem or conflict underlying the threat.

Disciplinary measures are applied as appropriate to the circumstances after safety measures have been successful. A threat to hit, assault, or beat up someone is termed "serious," whereas a threat to kill, rape, use a weapon, or severely injure someone is termed "very serious." Serious threats are resolved at this step, but very serious threats
require a safety evaluation.

Step 4: Conduct a safety evaluation for a very serious substantive threat.

Very serious threats require immediate protective action, including contact with law enforcement, followed by a comprehensive safety evaluation. The safety evaluation typically includes both a law enforcement investigation conducted by the school resource officer and a mental health assessment conducted by a school mental health professional. The mental health assessment is designed to determine referral and support needs and to identify the subject's reasons for the threat. Based on both law enforcement and mental health input, the team develops a safety plan that is designed both to reduce the risk of violence and respond to the student's needs for services or support. The safety plan should include a review of the student's Individual Educational Plan if the student is already receiving special education services, a referral for special education evaluation, or "child find" procedures if a disability is suspected.

Step 5: Implement and monitor the safety plan.

The threat assessment team implements the safety plan and maintains contact with the student to monitor the plan's effectiveness. The plan and follow-up actions are documented. The plan is revised as needed.

THREATS POSED BY STUDENTS

1. If imminent danger is present, the school administrator or a school staff member will call 911 immediately.

2. If the person's identity posing or making the threat is known, school staff may request a Behavior Crisis Intervention Team be dispatched.

3. All threats or concerning behavior will be reported to a school site administrator. In all cases, the school administrator will attempt to get a written account from the student who made or posed a threat and any witnesses.

4. The school administrator will follow the five-step decision-making process described above. NOTE: The school administrator will document in the student's discipline record information on all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.

5. If the school administrator determines that a threat is "very serious," (a substantive threat to cause serious injury or death) the school administrator will activate the school site threat assessment team and brief the team on the facts.

6. The school administrator will, as part of the school's investigation, determine if a search of the student's possessions is appropriate. Parental consent and/or notification is not required.

- Start by asking the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation. Prior to authorizing a search, the school administrator will document the threat and the purpose of the search, making a clear connection between the suspected violation, and the scope of the search.

More specifically:

- Is there reasonable suspicion that the search will turn up evidence that the student has violated the law or a school rule?
- Is the extent of the search reasonably related to the suspected infraction? Reasonableness may be determined by school policies, consent, or exigent circumstances.
- Is the search not "excessively intrusive" in light of the student's age, sex, and the nature of the infraction?
- The scope of the search is limited to the evidence sought.

If the school administrator determines a search is appropriate, the administrator may access electronic device information only under the following circumstances as specified in Penal Code Section 1546.1:

Pursuant to a warrant, wiretap order, order for electronic reader records, subpoena, order for a pen register, or trap and trace device, or both. With the specific consent of the authorized possessor of the device.

- If a school official, in good faith, believes that an emergency involving danger or death or serious physical injury to any person requires access to the electronic device information.

1. The site threat assessment team conducts a comprehensive safety evaluation. The student may be suspended pending the completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats are appropriate if the behavior is sufficiently disruptive and/or violates school rules and education code.

2. The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.

3. The site administrator will act as case coordinator for all students who have a threat management plan. The site administrator will convene the site threat assessment team monthly to review student progress and modify threat management plans as needed. Modifications will be documented as addendums to the Safety Evaluation Report.

4. The site administrator will convene the school site threat assessment team whenever he/she suspects that the threat management plan is not adequate to ensure safety.

5. If the student moves to a new school, the site administrator will contact the school administrator at the new school to review the Safety Evaluation Report, and to share updates on the student's threat management plan. When possible, this contact will take place before the student enrolls in the new school. The school administrator will p provide a copy of the Safety Evaluation Report and Mental Health Assessment Report as a part of this contact.

THREATS POSED BY ADULTS OR UNIDENTIFIED PARTIES

1. If imminent danger is present, school staff will call 911 immediately and notify an administrator.

2. In all other instances, the school administrator will contact the law enforcement agency's dispatch number to report the threat or concerning behavior.

3. The school administrator will report the threat or concerning behavior to the district office.

4. In cases in which it is unclear whether the person poses a threat to the school, the district will consider engaging the services of a threat assessment professional.

CHARACTERIZING THREATS IN PUBLIC COMMUNICATIONS

Schools will avoid characterizing articulated threats as "lacking credibility." In communications designed to reassure, schools should emphasize their partnership with law enforcement and the determination that it is safe for students to attend school. For example: "We take every threat seriously and work closely with our law enforcement partners to be certain that our schools are safe for

students. We have been in close contact with the Trinity County Sheriff's Office throughout the course of this investigation and have been assured that it is safe to operate our schools and that our students are not in danger.

Communications should only come from the highest-ranking individual in the school (i.e., Superintendent).

COMMUNICATING WITH VICTIMS

School administrators should communicate with a student or staff member who was threatened by a student attending the same school. This communication should include whether a safety plan was put into place and when the student who made the threat is expected to return to campus. Ensuring timely communication with the victim will assist in alleviating safety concerns. Additionally, it is important to acknowledge the impact a threat can have on an individual's physical and emotional well-being.

INVESTIGATIVE QUESTIONS

A threat assessment is not profiling. No checklist, form, assessment, or evaluation will ever be able to fully predict whether someone will commit a future act of violence. However, not paying attention to certain behaviors or prior actions could certainly prove to be detrimental and might very well lead to a retrospective...why didn't we see that?

A school threat investigation should consider a number of different factors and the assessment should be based on the totality of the observations made by the assessor.

It is important to remember that even though the number of people who might ultimately become a mass shooter is small, these assessments are still important even when they don't lead to that end. They can still be valuable in helping identify behaviors that can ultimately lead to other problems such as helping to identify a student who is suicidal or might engage in a more limited act of violence such as assaulting another student.

Our threat assessment protocol also provides a list of possible questions an investigator might ask in order to obtain relevant background information that can help to assess a person. The list includes questions for the victim, questions to guide the school administrator, criminal history questions, questions regarding fraternal orders or affiliations, weapons questions, questions concerning relationships, employment, and life circumstances, and suspect questions.

Instructional Continuity Plan

The District maintains an Instructional Continuity Plan to ensure timely family engagement, academic instruction, and mental health supports during emergencies, in compliance with SB 153.

1. The ICP specifically addresses disruptions caused by emergencies (weather, health, safety, etc.) that can cause a disruption in education.

In the event that instruction or services, or both, cannot be provided to the pupil either at the school or in person due to emergency conditions, the following procedures will be followed to communicate with families and students, and offer alternate modes of instruction when in-person options at their regular site aren't viable.

COMMUNICATIONS

Within 5 calendar days of the onset of an emergency, Lewiston School District will leverage multiple communication platforms, including social media (such as Facebook, school website, and school all-call alerts. These systems will enable school or district administrators, along with other approved stakeholders, to use a messaging system to share important information with parents, guardians, students, and employees.

The messaging system allows for the distribution of information via voice recordings, emails, and text messages.

In the event of a school or district emergency, the Superintendent or designee may initiate a crisis or emergency communication. Automated messages will be sent to parents, guardians, and employees as needed, with the frequency and method determined on a case-by-case basis, depending on the nature of the emergency or the extent of the closure. Additional outreach will continue to be offered through the district office. Emergency communication stakeholder groups and channels include:

- School families – school all call system, website updates, email, and media press conferences
- Students - Email, Facebook, Instagram, website updates, and media press conferences, internal email

- Teachers, staff, administrators, and others - Email, school all-call system, Facebook, Instagram, website updates, mainstream media press conferences, and text message groups

2) Instruction and Support Services
(Students will be offered access to in-person or remote instruction within 10 instructional days after the start of an emergency)

Means of Instructional Delivery:
The following instructional models will be utilized to provide students with quality instruction when classes are interrupted. Models will vary based on student needs and limitations of the emergency.
Options will include:

- The school administrators and teachers are responsible for determining paper-based lessons and materials for students.
- The school is responsible for copying, distributing, collecting, grading, and reporting
- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher appointments (virtual or in-person, as available)
- Scheduled email check-ins (parent or student)
- Virtual office hours (drop-in; parent or student)

Delivery Options

- Google Classroom will be utilized to deliver asynchronous (distance) instruction.
- Paper-based instruction will be utilized for students without digital access.

Paper-Based Instruction:
o For students who are unable to access instruction and materials electronically, the school will provide paper-based materials.
o The school administrators and teachers are responsible for determining paper-based
o lessons and materials for students.
o The school is responsible for copying, distributing, collecting, grading, and reporting

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher appointments (virtual or in-person, as available)
- Scheduled email check-ins (parent or student)
- Virtual office hours (drop-in; parent or student)

The school will strive to, at a minimum, meet instructional standards equivalent to those of independent study programs.

Specialized Supports for Unique Populations
Students who are identified as Students with Disabilities, have 504 plans, are gifted, or are ELL students and/or students from low-income families, homeless students, and/or students in foster care will receive services from their designated certified instructor, depending on the needs of the student. Regular outreach to support the health and safety of students and their families will be maintained.

Outreach and Wellness
The School will

- Provide support, counseling, or therapy, as appropriate, to students who are identified as in need of additional assistance via the Student Referral form.
- Utilize Professional School Counselors or Student Wellness Team members to provide support, counseling, or therapy, as appropriate.
- In the event of distance-learning situations, Professional School Counselors or Student Wellness Team members will conduct virtual wellness sessions.

Employees will

- Implement district or school-created resiliency lessons and activities.

- Refer students who are not attending live or virtual school and/or not responding to the classroom teacher's efforts to engage students in classroom activities to mental

health support and/or wellness liaison.

o The support team will collaborate for additional problem-solving that can include phone calls and home visits.

o The team can use these problem-solving calls or visits as opportunities to ascertain and then strive to fulfill student and family needs.

o Virtual wellness sessions can be used by members of the support team to provide "virtual" sessions in the event of school closures.

Additionally, Lewiston School District will ensure the needs of special student populations are being supported (in keeping with the requirements of IEPs and other educational specification documents) by:

Exceptional Student Education/504/ELL

- Schools will continue to follow a student-centered approach with a commitment to ensure that the individual needs of each student with a disability or English-language barriers are met.
- Accommodations (or modifications if indicated on a student's IEP/ELL plan) will be provided across all instructional delivery options.
- Therapies/related services identified on students' IEPs will be offered via teletherapy (while participating in virtual instruction) or face-to-face.
- Specially designed instruction will be tailored to fit students' needs identified in the student's IEP/EP/504/ELL plan.
- Supplemental instruction or digital resources may be provided to address specific learning or English Language deficits based on diagnostic assessments.
- Continuous progress monitoring of students' academic progress and IEP/EP/504/ELL plan goals will be used to drive instruction and adjust services and supports as needed.

Lewiston School District will provide the full array of services, required by law. These services may include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-

income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs).

Lewiston School District will:

- Provide vulnerable population supplemental educational support through face-to-face and online remediation, including technology distribution of devices along with

backpacks and school supplies. Clothing, food, transportation, medical, social, emotional, and specific educational needs are addressed on an individual basis.

- Continue services for students who receive services and support based on their individual needs. Related services, such as speech, language, occupational, or physical

therapy and counseling services will continue to be provided in a virtual setting.

- Accommodations (or modifications if indicated) will be provided through the virtual/online screening. The student's IEP will be reviewed and if necessary, an IEP team,

including the parent and/or student, will convene virtually and update the IEP.

- Utilize MTSS Data during ongoing data chats. Common formative and summative assessment data, in addition to progress monitoring data is reviewed at the district and

school level and is used to determine grades, and common assessments are used to engage in student-centered conversations to ensure that the individual needs of each child are

met.

- Continue to ensure compliance with all provisions of the federal McKinney-Vento law for all students enrolled, including the provision of school stability, school of origin

determination & provision of transportation; immediate enrollment, timely response to records, enrollment dispute procedures, and comparable services as are offered to non-

homeless students. Identification will take place using a Student Housing Questionnaire, available in both hard-copy and online formats. The homeless education

liaison will continue to coordinate with other community agencies to support families in accessing preschool (including Head Start), medical, dental, mental health & substance

abuse services, and housing services. Unaccompanied youth will be identified and assisted with school enrollment, support for academics, and support for transitioning
from high school to college or technical/vocational education.

- Continue to implement the Title 1 educational stability requirements for children in foster care ensuring that: a child in foster care remains in his or her school of origin

unless it is determined that remaining in the school of origin is not in that child's best interest; if it is not in the child's best interest to stay in his or her school of origin, the
child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and the new enrolling school will immediately
contact the school of origin to obtain relevant academic and other records. Children in foster care will continue to have school stability protections, transportation, and a
designated point of contact for the LEA as well as the Child Welfare Agency (CWA). The LEA point of contact and CWA contact will collaborate to ensure all foster children are
provided the full range of applicable educational services that all students receive.

- Continue to ensure that all compliance guidelines are being followed regarding ELL children. Students' English language proficiency levels are evaluated and monitored to

ensure academic success. Each school will develop an ELL Student Plan for the English Language Learner, which will include student data, ELL programs and services,
assignment and assessment accommodations, classroom practices, goals, and can-do statements. This plan will be used to drive instructional strategies for the classroom
teacher. Students will be placed with an ESOL-endorsed teacher or a teacher working toward endorsement. When a school has 15 students speaking the same home
language, then a bilingual paraprofessional will be hired to bridge the English language barrier. ESOL Resource Teachers will provide additional assistance to support teachers,
school administrators, and ELL students to ensure academic success.

Procedures for Immigration Enforcement Notification

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

Verification and Notification Protocol
1. The Point of Contact (Front Office)
Any individual identifying themselves as an immigration enforcement officer must be met at the front office. Staff are trained not to grant access beyond the lobby.
Immediate Action: Staff must immediately notify Daina Seale (Superintendent/Principal) or, in her absence, Liz Christensen (CBO).

2. Verification of Credentials
Responsible Party: Daina Seale, Superintendent/Principal The Superintendent/Principal is the primary authority responsible for:
Identification: Asking for the officer's name, badge number, and agency.
Documentation: Requesting to see a judicial warrant (signed by a judge/court). An administrative warrant (signed by an ICE official) does not grant the same access to private school areas as a judicial warrant.
Refusal of Entry: If no judicial warrant is provided, the Superintendent/Principal will politely inform the agents that they do not have consent to enter the campus and must remain off-site.

3. Secondary Authority & Documentation
Responsible Party: Liz Christensen, CBO If the Superintendent/Principal is managing the onsite interaction, the CBO assumes the following responsibilities:
Legal Liaison: Contacting the school's legal counsel to review any presented documents.
Log Keeping: Recording the date, time, number of agents, and the specific reason for their presence.
Financial/Operational Risk: Ensuring that the school's "Safe Haven" policies are being upheld to protect the district's operational integrity.

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

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

In accordance with SB 98, Lewiston Elementary School District has established a rapid-response notification chain. Upon confirming the presence of immigration enforcement at the school, an alert containing the date, time, and location, will be issued immediately to all parents, teachers, administrators, and personnel. This ensures our entire school community is informed and that our protective protocols are activated in real-time to maintain a safe learning environment.

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

The "Immediate" Individual Notification: within the first 15 minutes
If enforcement agents request access to a specific student or to the student's records, Daina Seale or a designated administrator shall immediately contact the parent or guardian listed on the student's emergency contact card.
This allows the family to secure legal representation and exercise their due process rights before any student interview or removal occurs.
Within 30 minutes of confirmation, a mass notification will be sent via SMS.Text, email, and push notification to the entire school community to minimize panic and prevent a "rush" on the school (which creates traffic hazards for emergency vehicles).
By issuing a verified statement within 30 minutes, the school preempts "digital wildfires" (misinformation spread via student social media) and directs parents not to rush to campus, thereby keeping emergency access routes clear and maintaining a "Shelter-in-Place" environment if necessary.
Notifications shall explicitly state that "All students are currently safe and under supervision" to de-escalate immediate anxiety.
Staging Protocols: Parents will be instructed to remain off-site until an "All Clear" or a formal "Reunification" message is sent. This prevents traffic congestion that could impede emergency vehicles or law enforcement.

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

To ensure the Safety and Well-being of all those who are involved, the school's notification procedure ensures that all communications are issued only after Daina Seale or Liz Christensen has confirmed that students are in a secure and stable environment. The timing of these alerts is carefully managed to prevent a chaotic "rush" on the school, keeping local roads clear for emergency access and maintaining a calm atmosphere for the children. By using simple, factual language that prioritizes the message "your child is safe," the school de-escalates fear and provides the community with clear instructions, ensuring that the well-being of pupils and staff remains the top priority during and after the incident.

Privacy Constraint
The notification shall not include any personally identifiable information.

To protect student rights and prevent data leaks, the notification system must not include any personally identifiable information, such as student names, family names, or specific classroom locations. By balancing immediate transparency with strict privacy constraints, the school maintains its "Safe Haven" status while keeping the focus on the physical and emotional security of every pupil.

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

Communication Protocol:
Notifications will be deployed through the LEA's secure, integrated communication channels.
District Office will update families via:
text/email/phone alerts.
School website

Resource Provision (Optional but Encouraged)
The notification may include a hyperlink to additional resources for families regarding:

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

The following links are to support Immigrant families and students with:
1. Support Services:
2. Privacy Laws: BP 5022 Student and Family Privacy Rights:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030498&revid=g8qrXj0rieglyOeHT2WthA==
3. Education Rights

California Rural Legal Assistance (CRLA): https://crla.org
Immigrant Legal Resource Center (ILRC): https://www.ilrc.org
California Parent & Youth Helpline: https://caparentyouthhelpline.org/children-youth
National Child Traumatic Stress Network (NCTSN): https://www.nctsn.org
Rights to access public education https://www.cde.ca.gov/ls/pf/if/yr25cdoletter0121.asp

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

The school safety planning committee shall conduct a "System Review" and audit of these procedures at least once a year. This ensures the plan is updated with current personnel names and communication technology to reflect the current school environment.

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

At Lewiston Elementary, our priority is maintaining a learning environment where every student feels safe, valued, and protected, regardless of their immigration status. To satisfy the requirements of the Comprehensive School Safety Plan (CSSP) and state mandates like AB 699, we maintain a dedicated 'Public Safety File' containing our updated 'Safe Haven' policies, FERPA-compliant privacy standards, and clear staff protocols for responding to federal immigration enforcement. This file is kept in our school office and published on our district website, ensuring our procedures are transparent and readily available for public inspection. By centralizing these safety materials, we uphold our legal and moral obligation to provide a secure, inclusive campus for all families in our community.

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

In alignment with the California Department of Education's state guidance, Lewiston Elementary School District has updated its Comprehensive School Safety Plan to include the latest mandates. The LEA shall monitor the CDE website for updates to ensure the plan remains synchronized with state-mandated standards

Procedures Regarding Pupil Smartphone Use During Emergencies

The Lewiston Elementary School District Comprehensive School Safety Plan (CSSP) ensures a secure environment by requiring student smartphones to remain silenced during emergencies, preventing distractions and ensuring the efficacy of on-site safety maneuvers. To uphold transparency and satisfy EC 32281 and SB 98, the district provides the primary link between the school and the home. By silencing individual devices while simultaneously triggering official district-wide alerts to all stakeholders, we maintain tactical order on campus while ensuring that families are legally and timely informed of their child's safety and their rights under the California Education Code.

Mandatory Policy Adoption and Review Requirements
The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Adoption Date:
February 9, 2026

Last updated:
February 5, 2026

Goal Summary:
To unify our campus culture and safety with current state laws governing school safety.

Non-Prohibitable Circumstances for Pupil Smartphone Use
Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

PART 1: Administrative Direction

During an emergency, the Governing Board recognizes that students shall have the capability to access and use smartphones. The Principal or designee will provide guidance to students regarding how device use can best support safety and communication. Staff will clearly communicate expectations to students regarding device use during the emergency.

Safety Guidance:
During emergencies such as lockdowns, evacuations, or shelter-in-place situations, students are expected to use smartphones in a manner that allows them to:
Maintain quiet and safety
Prevent the spread of misinformation
Avoid interference with emergency response efforts

Use of Devices:
In accordance with the law, students may use smartphones to:
Communicate with parents or guardians
Receive instructions or updates from school staff
Any use during an emergency will be guided by staff to ensure student safety.

Communication with Families:
The school will use established school or district communication systems to provide accurate and timely information to parents and guardians during emergencies. Families are encouraged to rely on official school communications as the primary source of verified information.

Privacy and Safety

Students are expected not to record, photograph, livestream, or share emergencies if such actions could compromise safety or privacy. All student smartphone use during emergencies must comply with school rules and applicable laws.

.'ART 2:
The school complies with all state-mandated requirements related to pupil use of smartphones and personal electronic devices. District Board Policies and Administrative Regulations governing student use of electronic devices are adopted by the governing board and reviewed in accordance with district procedures and state law, including the emergency exceptions outlined in Education Code 48901.7.
As part of the Comprehensive School Safety Plan process, the school reviews applicable policies annually to ensure procedures related to student safety, communication, and emergency response remain current and effective. Updates or revisions are made as needed to reflect changes in law, district policy, or site-specific safety considerations.

PART 3:
A student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)
1.In the case of an emergency, or in response to a perceived threat of danger.
2.When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator.
3.When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.
4.When the possession or use is required by the student's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The School Site Council, in conjunction with the School Board, the administration and the staff, has the responsibility to write and develop a Comprehensive Safety Plan relevant to the needs and resources of Lewiston Elementary School. The district's comprehensive safety plan shall be regularly reviewed and updated in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

Safety Plan Appendices

Emergency Contact Numbers

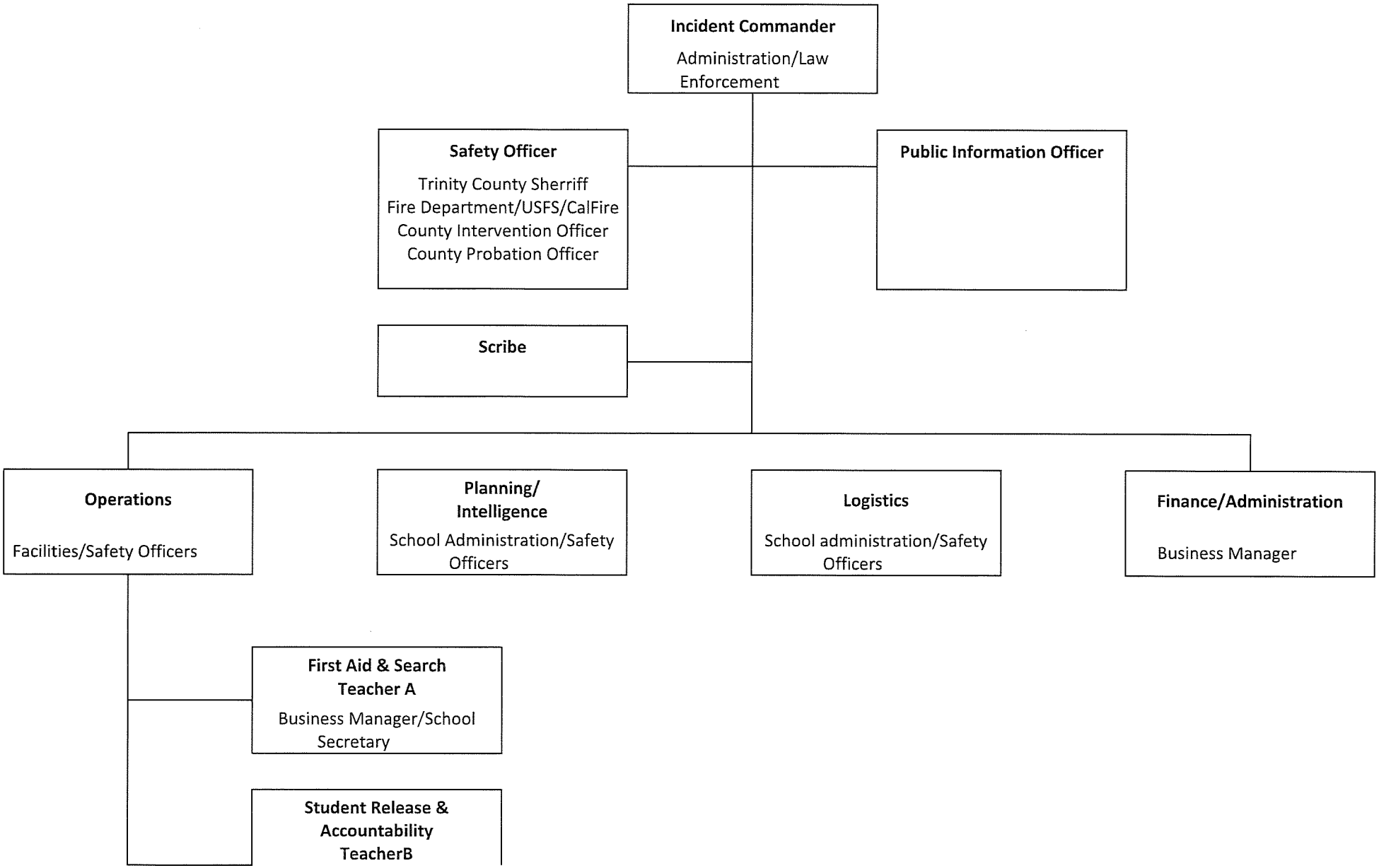
Utilities, Responders and Communication Resources

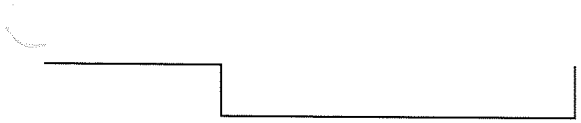
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Public Utilities	Trinity County PUD	530-623-5536	
Local Hospitals	Trinity Hospital	530-623-5541	
School District	TCOE	530-623-2861	
School District	LESD	530-778-3984	
School District	Daina Seale Superintendent	530-941-1953	
School District	ElizabethChristensen Chief Business Officer	805-423-5358	
Law Enforcement/Fire/Paramedic	Sheriff Department	530-623-8127	
Law Enforcement/Fire/Paramedic	California Highway Patrol	530-623-3832	
Law Enforcement/Fire/Paramedic	Lewiston Fire Department	530-778-3307	Fire Chief (Mel) 530-949-2165

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
LESDBM	2nd Monday of Month 4:00 pm	Agenda meeting minutes on the school website and the district office.
School Safety Meetings	Every other month, times and days vary	
Teacher/Staff Meetings	Monthly meetings	
I Love You Guys	August 2025	Agenda meeting minutes on file at TCOE
School Safe Collaborative and County Administrators Meetings	Monthly, 1st Tuesday of the month	Agenda meeting minutes on file at TCOE

Lewiston Elementary School Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
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
Determining the type of emergency will assist the Incident Commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different from responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact.

Step Two: Identify the Level of Emergency
Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Step Three: Determine the Immediate Response Action
With safety of students, staff and visitors at the forefront, site administrators/Incident Commander will determine the immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, loss of utilities, etc.

Step Four: Communicate the Appropriate Response Action
Administrators/Incident Commander will communicate to the necessary emergency responders via phone, preferably a landline phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants, such as:
Phone intercom system
School email
Radios

In addition, the Administrator/Incident Commander will communicate with outside stakeholder personnel via:
Phone
Email
Text messaging using Schoolwise

Families will be notified of incident, pick-up procedures, or next steps through multiple methods to include:
Student Information System Notification
Postings on school website

Types of Emergencies & Specific Procedures

Aircraft Crash
Immediately following an aircraft disaster during school hours, the following actions shall be taken:

1. If building evacuation is appropriate, the superintendent/principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly responses.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines that may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.
12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Animal Disturbance
Attack or Disturbance by Animal on Campus

Animals, such as wild animals and stray pets will be treated as a threat and as dangerous.

If students are outside the building, blow the whistle quickly 3 times in a row to signal everyone to freeze, then staff will get everyone inside the building ASAP.

SHUT ALL DOORS COLLECT AND ACCOUNT FOR ALL STUDENTS NO ONE LEAVES THE BUILDING

Principal or designee calls 911. All staff and students remain indoors.

All communication will be between law enforcement and the administrator in charge. The telephone should not be used unless a teacher has information about the location of the animal and can safely report this information to the office.

UNDER NO CIRCUMSTANCE SHOULD THE STUDENTS BE ALLOWED OUT OF THE BUILDING UNTIL THE SITUATION HAS BEEN RESOLVED. Wait for further instructions from the administrator or law enforcement.

Armed Assault on Campus

This policy and procedures are intended to provide guidance in the event an individual is actively shooting persons at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA). Attack or Disturbance by Individuals or Groups (Intruders on Campus)

The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders.

ALL INTRUDERS WILL BE TREATED AS ARMED AND DANGEROUS If students are outside the building, blow the whistle quickly 3 times in a row to signal the staff to get everyone inside the building ASAP.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the location of the intruder and can safely report this information to the office.

Students and staff are to refrain from communicating with outside individuals due to safety reasons.

UNDER NO CIRCUMSTANCE SHOULD THE STUDENTS BE ALLOWED OUT OF THE CLASSROOM UNTIL THE SITUATION HAS BEEN RESOLVED. Wait for further instructions from the administrator or law enforcement.

POLICY:

It is the policy of Lewiston Elementary School to provide an active shooter emergency response plan to alert employees that an active shooter appears to be actively engaged in killing or attempting to kill people at the school site. Our active shooter response plan is based on giving employees the authority to make crucial decisions that will save lives. School shootings typically end within just a few minutes, before law enforcement arrives.

DEFINITIONS:

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

ACTIVE SHOOTER DRILL PROTOCOLS:

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

PROCEDURES

1. The first employee to identify an active shooter situation will ALERT others at the site. Use the loudest, most wide-ranging form of communication available. At Lewiston Elementary School, we will use our radiosystem.

Do not use the fire alarm.

- Speak in plain language, using the words ACTIVE SHOOTER.
- Location of the incident.
- Physical description of the shooter(s).
- Type of weapon (if known).

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

3. The phone call to 911 (from the area where the caller is safely concealed) should provide the following information to the 911 operator:
a. Description of shooter(s) and possible location.
b. Number and types of weapons.
c. Shooter's direction of travel.
d. Location and condition of any victims.

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

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

If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:
1. Have an escape route and plan in mind that will get you and your students out of danger.
2. Assist children or others who cannot run to the best of your ability.
3. Leave your belongings behind.
4. If not in charge of students, evacuate regardless of whether others agree to follow.
5. Prevent others from entering an area where the active shooter may be.
6. Keep your hands visible.
7. Follow the instructions of any Police Officers/First Responders.
8. Do not attempt to move wounded people.
9. Call 911 when you are safe.

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

IF AN ACTIVE SHOOTER IS NEARBY
1. Lock the door and barricade with all heavy furniture and equipment in the room.
2. Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.
3. Turn off any source of noise: Radios/TV/Learning devices.
4. USE COVER (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.
5. USE CONCEALMENT (anything that will protect you from being seen): darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.
6. Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc). Use your escape route as soon as you determine it will enhance your survivability. See RUN above.

IF AN ACTIVE SHOOTER IS VERY CLOSE

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

FIGHT
If it is not possible to Run or Hide and you are confronted face-to-face with an active shooter then you may choose to distract or incapacitate the shooter long enough to increase survivability for yourself and your students. Follow these recommendations:
1. Act as aggressively as possible against the shooter.
2. Yell, create confusion, and distract the shooter in any way possible.
3. Throw items at the shooter.
4. Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).
5. Help others when possible if you see them attempting to incapacitate the shooter.
6. Ensure students are evacuating as rapidly as possible from the active engagement area.

7. Once started, commit yourself to the defensive physical actions.

LAW ENFORCEMENT RESPONSE

Law enforcement personnel will arrive to respond to the emergency. Follow these recommendations:
1. Comply with all police instructions. The first responding officers will be focused on stopping the active shooter and that is all. As others arrive they will be clearing areas for follow-on emergency and medical teams.
2. Remain calm, do what you are told without arguing or second-guessing. If you have information about additional shooters or hazards inform them clearly.
3. Put down any items in your hands, raise your hands when coming in contact with officers.
4. Keep your hands visible at all times.
5. Avoid making quick movements toward officers. Do not try to hold on to them or get close to them for safety.
6. Avoid pointing, screaming, yelling.
7. If you find a weapon or have taken a weapon from an active shooter DO NOT carry it out in your hands. If safe, leave it where it is. If it is not safe to leave it where it is then attempt to put in a safe location, or bring out in a small container such as an office trash can. Put it down as soon as you see law enforcement and tell them what it is.
8. When evacuating, go the direction the officers are coming from. Do not ask for directions or help.

When appropriate, be able to provide information that you know:
1. Number of shooters.
2. Identity and description.
3. Number of victims you saw and location.
4. Type of problem that caused the situation.
5. Type and number of weapons possibly in the possession of the shooter.
6. Number and location of individuals still in the building or in danger.
7. Keys, codes, or access information to all areas.

POST-INCIDENT ACTION

When the police have determined that the active shooter emergency is under control, an "ALL CLEAR" will be given. You may not be allowed back into the school.
1. Medical Assistance:
a. Ensure first aid is applied as soon as possible, when in a safe area.
b. Treat severe bleeding and life-threatening wounds first.
c. Enlist all available help to prevent loss of blood, shock, and other trauma conditions.
d. Report all injuries to medical authorities on site as soon as possible.
e. For non-emergency employee injuries, contact the SIA Early Intervention Nurse at 1-877-742-3467 for treatment instructions. In emergency medical situations, call the number as soon as you can following treatment to ensure your Worker's Compensation

Benefits are engaged.

2. Accountability:
a. If in charge of students, attempt to gain accountability as soon as possible.
b. Communicate your status and the accountability of your students by roll call taken at evacuation location, and report to administrator and/or incident command.
c. Students will be returned to parents in the following manner: An all-call message will be sent to all parents with the details of where/how/when students will be returned to parents.

3. Counseling:
a. Following an active shooter event, counseling and support will be provided.
b. Employees and family members can contact the Employee Assistance Plan for additional resources. Members of Shasta-Trinity Schools Insurance group can go online to anthemeap.com, and enter SISC to log in to arrange free counseling sessions and other help.

4. OSHA.
In the event there is a fatality or an employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must

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

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

REFERENCES:
US Department of Homeland Security Active Shooter How-To-Respond, October 2008
US FBI Active Shooter Planning and Response in a Healthcare Setting, April 2015 ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute Active Shooter Response Procedures, 2016 www.alicetraining.com
WORKPLACE VIOLENCE - ACTIVE SHOOTER RESPONSE, Mark A. Lies, II. www.seyfarth.com

COORDINATION:
This policy has been coordinated with the local organizations:
Sheriff: 530-623-2611
California Highway Patrol: 530-623-3832
Child Welfare (CPS): 530-623-1314
Trinity Life Support: 530-623-2500
(This policy will be procedure will be revised when the ALICE training has been completed.)

Biological or Chemical Release
Immediately following a chemical disaster during school hours, the following actions shall be taken:
1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the superintendent/principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.
12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Bomb Threat/ Threat Of violence
Immediately following a bomb threat/threat of violence during school hours, the following actions shall be taken:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
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11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.
12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Bus Disaster

These procedures are for bus drivers in an earthquake, serious bus accident, or other emergency that occurs while transporting students. Bus drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, etc. Listed below are three scenarios with detailed procedures. A copy of these procedures shall be kept in the emergency packet of each school bus.

Scenario 1: Earthquake
Scenario 2: Flood
Scenario 3: Serious Accident or Bus Fire

SCENARIO 1: EARTHQUAKE
1. The driver should issue DUCK, COVER AND HOLD action.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the school office to report location and condition of students and the bus.
6. If instructed to continue route, the driver should:
? If en route to school, continue to pick up students.
? If dropping students off, continue to do so provided there is adult supervision at the bus stop. If there is no adult supervision at the bus stop refer to number 7.
7. If it is impossible to return to school, proceed to the nearest shelter and notify the office. Remain with the children until further instructions from the office.
8. If the bus is disabled, stay in place until help arrives.
9. In all instances, the driver should not attempt to cross bridges that have been damaged.
10. The driver should account for all students and staff throughout the emergency.

SCENARIO 2: FLOOD
1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.

3. Stay with a disabled bus until help arrives.
4. Contact the school office to report location and condition of students.
5. In all instances, do not attempt to cross damaged bridges or overpasses.
6. The driver should account for all students and staff throughout the emergency.

SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE
1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call "911" to provide exact location and wait for arrival of emergency responders.
6. Contact the office to report location and condition of students.
7. Stay with the disabled bus until help arrives.
8. Account for all students and staff

Disorderly Conduct
The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders.

ALL INTRUDERS WILL BE TREATED AS ARMED AND DANGEROUS If students are outside the building, blow the whistle quickly 3 times in a row to signal the staff to get everyone inside the building ASAP.

Notification will come over the intercom using the following message: " LOCKDOWN"

LOCK ALL DOORS TURN OUT THE LIGHTS ALL PERSONS GET DOWN ON THE FLOOR PULL ALL BLINDS IN WINDOWS if applicable COLLECT AND ACCOUNT FOR ALL STUDENTS NO ONE LEAVES THE ROOM

The principal or designee calls 911. All staff and students remain indoors.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the location of the intruder and can safely report this information to the office.

UNDER NO CIRCUMSTANCE SHOULD THE STUDENTS BE ALLOWED OUT OF THE CLASSROOM UNTIL THE SITUATION HAS BEEN RESOLVED. Staff and students will refrain from using cell phones in order to communicate with outside individuals. Wait for further instructions from the administrator or law enforcement.

Earthquake
At the first sign of an earthquake during school hours, the staff will instruct the students to follow the following procedures:

For students inside the building:
1. Take cover under a table or desk
2. Drop to their knees
3. Protect their heads with their arms
4. Face away from the windows
5. Wait for further instructions

For students outside the building:
1. Walk away from buildings, trees, poles, playground equipment, or wires
2. Drop to their knees
3. Cover as much skin surface as possible

4. Close eyes
5. Cover ears
6. Wait for further instructions

Immediately following an earthquake during school hours, the following actions shall be taken:
1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly responses.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if a student is missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. The principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines that may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the earthquake until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Explosion or Risk Of Explosion

In the event of an explosion or risk of explosion during school hours, the following actions shall be taken:
1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.
3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the threat seems imminent, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Fire in Surrounding Area

When a fire is discovered near any part of the school during school hours, the following actions shall be taken:
1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym.
2. The principal or designee shall call 911
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff

8. If the fire is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Fire on School Grounds

This procedure applies when a fire occurs on or immediately adjacent to school property. In such cases, immediate evacuation and emergency response measures must be taken to ensure the safety of all students, staff, and visitors. Prompt coordination with local emergency services is essential.

When a fire is discovered near any part of the school during school hours, the following actions shall be taken:
District Office: (Emergency Coodination):

The superintedent or designee will be the central liaison with the Lewiston Fire Departent and Cal Fire and emergency medical services.
The superintendent or designee will immediately activate the fire alarm.

1. The principal or designee shall call 911
2. If building evacuation is appropriate, students, including those with disabilities, and adults shall exit the building and go directly to outside assembly areas. (End of blacktop, near the field)
3. Staff shall give all students clear direction and supervision and help retain calm and orderly response
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff
8. If the fire is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Flooding

When a flood is discovered near any part of the school during school hours, the following actions shall be taken:
1. If building evacuation is appropriate, the principal or designee shall sound evacuation signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym.
2. The principal or designee shall call 911
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff
8. If the flood is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Loss or Failure Of Utilities

When a loss or failure of utilities is discovered near any part of the school during school hours, the following actions shall be taken:
1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym.
2. The principal or designee shall call 911
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff
8. If the loss/failure is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Motor Vehicle Crash

When a motor vehicle crash is discovered near any part of the school during school hours, the following actions shall be taken:
1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym.
2. The principal or designee shall call 911
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff
8. If the crash is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Pandemic

Goals:
1. Be prepared for the unpredictable nature of pandemics
2. Limit the transmission of illnesses
3. Reduce the spread of the virus within school facilities
4. Preserve continuity of essential school functions
5. Minimize educational and social disruption
6. Minimize economic and academic losses
7. Work with local and state health departments to coordinate pandemic plans

Preparation:
1. Ensure that staff members understand early detection.
2. Have a separate room prepared for sick children who may wait there to be transported home. Locate the room in a place where others do not regularly pass. If you have face masks, you may want to give them to these children to help contain the spread.
3. Determine procedure for reporting any children exhibiting signs of illness to the TCOE county nurse and/or Public Health Nurse.
4. Maximize communication with parents and school community related to health and safety and any pandemic episode.
5. Educate about what each person can do to prepare or respond to minimize health risks. Information can be disseminated through parent letters, website postings, school newsletters or all-call systems.
6. Consider how to keep school running if staff become sick or must care for sick family members: How many substitutes do you have? Which employees can cover for others? If your cook becomes sick, can you feed children another way? Do you have curriculum available and/or prepared if children have to be combined into fewer classrooms with a larger grade span?
7. Plan how to educate students with an online curriculum or through interactive virtual sources or independent-study packets if the school must close for an extended period of time. Are there enough Chromebooks or iPads to go around? Do you have a loan policy for such equipment if it is used in your plan?
8. How many of your students rely on school meals to provide their basic nutrition? Consider how to provide meals to students if the school is closed.
9. Consider how field trips can be postponed or canceled if necessary.
10. Consider your work-from-home and sick leave policies. Can essential business staff work from home avoid getting sick and continue essential duties? If a staff member is sick and is staying home to avoid spreading the disease, but feel well enough to

work, will you allow it? Can sick teachers work from home on the curriculum for their students who are being taught by someone else and get paid for it? How will they document their time?
11. If an illness is confirmed in a student or staff member from your school, decide whether the school will be closed for a day to do a thorough cleaning or if everyday cleaning is enough.

Prevention:
1. Consider postponing or eliminating "perfect attendance" awards, incentives, and celebrations.
2. Ensure that staff, students and visitors are educated and trained in preventative measures such as respiratory etiquette and universal precautions.
3. Place reminders around the school (including entrances, notice boards, meeting rooms, and restrooms) about hand hygiene, covering coughs and sneezes, washing hands after using tissues, using no-touch trash cans, not touching eyes, nose, mouth, and student
spacing.
4. Consider having all staff and students wash their hands as soon as they arrive at school.
5. Ensure that all personnel is informed of the latest developments of any pandemic episode.
6. Post notices at all entry points asking all visitors not to enter if they have symptoms of influenza, Covid-19, or other viruses symptoms. If parents are sick and have arrived to pick up children, consider asking them to phone into the office from the parking lot, if possible, door with children to be sent out.
7. Space students' desks three (3) feet apart.
8. Consider canceling gym classes, assemblies, or other events or classes where large amounts of people are in close proximity.
9. Discourage prolonged congregation in the hallways, lunch rooms, etc.
10. Closely monitor the attendance of students and staff and report findings to the Trinity County Public Health Department at 530-623-6209 or the Public Health Nurse's direct line at 530-623-8224.
11. As a last resort and in consultation with public health officials, dependent upon the significance of the outbreak, consider if/when the school will close. School closures may actually increase disease transmission if not orchestrated correctly. Send out communication and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure.

Clean to prevent the spread of disease:
1. Ensure extra supplies of tissues, hand sanitizing gels, soap and water, disinfecting wipes, and other cleaning supplies as well as no-touch trash cans are available for employees and students within easy reach. Disinfecting shared work areas, counters, railings, door knobs and inside buses should be performed more frequently.
2. Filters of the swamp cooler should be cleaned and changed frequently
3. Telephones should not be shared if at all possible.
4. No special cleaning products are required, just increase the frequency of general cleaning with a focus on areas that are often touched such as doors, light switches, telephones, copy machines, and keyboards.
5. Where operationally possible, during the day increase ventilation to the facility to decrease the spread of disease and following each school day the school may be thoroughly ventilated and cleaned.

Psychological Trauma
In the event of psychological trauma on campus, the county school counselor and county school psychologist will be called to work with the principal on an appropriate response to the situation. In the case of an emergency, 911 will be called.

Suspected Contamination of Food or Water
Immediately following the suspected contamination of food or water on campus during school hours, the following actions shall be taken:

1. The principal or designee shall call 911, and perform necessary first aide.
2. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
3. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
4. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

5. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
6. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
7. No one shall eat or drink at school until the situation is declared safe. 8. If the threat of more harm is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

In the event of an unlawful demonstration or walkout on campus, the superintendent/principal or designee will work with students, staff, and parents on an appropriate response to the situation. In the case of an emergency, 911 will be called.

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of the emergency.
4. The Emergency Response Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Principal or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. The Documentation staff member should keep an accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment, on the basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate

Emergency Evacuation Map