

Comprehensive School Safety Plan

2025-26 School Year

School: Hamilton Elementary School
CDS Code: 11765626007447
District: Hamilton Unified School District
Address: 277 Capay Avenue
Hamilton City, CA 95951
Date of Adoption: February 26, 2025
Date of Update: February 26, 2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

620 Canal Street, Hamilton City, CA 95951 and <https://www.husdschools.org/>

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

Safety Plan Vision

The vision of the Hamilton Unified School District Safety Plan is to be proactive in providing an organized and explicit plan to ensure that all people on campus are safe. We aim to create teams of committed adults and students who are fully vested and informed of

their roles in making sure that the plans and procedures are carried out in an unanticipated emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Hamilton Elementary School Safety Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

HUSD schools designate the high school site council and elementary school site council to serve as the site safety committee.

The School Site Council of Hamilton Elementary School will serve as site safety committee for all programs hosted on that campus.

Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include:

A representative from the local law enforcement agency

School Resource Officers

Guidance counselor

Special Education Department Chairperson

One or more key community service providers

Student representative(s)

Disciplinary team member

Staff leaders

Additional parent representatives

Assessment of School Safety

Every effort is being taken to ensure the safety of all students on the school campus. All staff are being updated on current policy and procedures. Safety drills are held monthly and reviewed by the task force for efficiency and completeness. Data informing assessment of school safety includes:

-Site Drill Logs

-Suspension/Expulsion Data

-Student Assessment and Progress Reports

-Law Enforcement Interventions and Crime Reports

-Staff / Student / Community Survey Responses

-Property Loss, vandalism and insurance reports

-HUSD FIT Report

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

EMERGENCY PHASES

-Positive Behavior Intervention Systems

-Wellness Team and Resources

-Community Liaison
-Threat Assessment Protocols
-Funding Sources: LCFF, Title I, grants, and other local, State, and Federal funding

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

Board Policy Manual
Hamilton Unified School District
Policy 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED
Original Adopted Date: 02/22/2017 | Last Revised Date: 08/25/2021 | Last Reviewed Date: 08/25/2021

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

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

DEFINITIONS:

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. 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:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
(cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An 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 a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

REPORTABLE OFFENSES

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

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

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

RESPONSIBILITY FOR REPORTING

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

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

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

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

REPORTING PROCEDURES

1. Initial Telephone Report - Immediately or as soon as practical after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166) Glenn County Child Welfare Services: during work hours (530)934-1429, after hours (530) 934-6520 . When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report - Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168). Forms are located in the front office and are available online as well at <https://www.countyofglenn.net/resources/child-abuse-forms/suspected-dependent-child-abuse-ss-8572-form>

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

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

TRAINING

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691). The training shall include, but not necessarily be limited to, training in the identification and

reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

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

VICTIM INTERVIEWS BY SOCIAL SERVICES

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3). A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

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

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

RELEASE OF CHILD TO A PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)
(cf. 5145.11- Questioning and Apprehension by Law Enforcement)

PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

NOTIFICATIONS

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5). Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)
Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other

person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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

Disaster Plan

Details for the HUSD Disaster Plan, including protocols for various disaster scenarios are found in later sections of this document

Safety Task Force Groups and recommended Members:

INCIDENT COMMANDER:

- Site or District Administration- Ulises Tellechea

STUDENT/STAFF SAFETY TEAM

- Site Administration- Maggie Sawyer
- Two other staff members- Rosa Rivera, Lynn Larson

STUDENT RELEASE/CROWD CONTROL TEAM

- Administrative Assistant- Jazmin Martinez
- Two other staff members- Derek Nall, Brenda Hernandez

FACILITIES TEAM

- Director of MTO- Alan Jokschi
- Two other members of MTO Team- Austin Crosby, Eren Moreno
- Evening-Need one team member- Marco Jimenez

COMMUNICATIONS TEAM

- District Executive Assistant- Courtney Carrier
- Two other staff members- Dianna Camarena, Maria Lupita Esquivel

FIRST AID/BASIC NEEDS TEAM

- Three school staff members- Rosa Rivera, Nancy Fuentes, Gelsey Quiroz

CRISIS RESPONSE TEAM

- District Dean of Students- Maria Reyes
- Two other counseling trained personnel- Ariel Ellis, Piper Graham

DISTRICT COMMAND CENTER

- Superintendent- Dr. Powell
- 2 other District Personnel- Jolene Towne, Kristen Hamman

Hamilton Elementary School's Disaster Procedures are designed to ensure the safety and well-being of students, staff, and visitors in the event of an emergency. These procedures are in accordance with the California Comprehensive School Safety Plan and state regulations.

1. Emergency Response Plan

- Hamilton Elementary maintains a detailed emergency response plan, which includes protocols for various types of disasters, including:
- Earthquakes (Drop, Cover, and Hold On procedures, evacuation routes)

- Fires (Fire alarms, evacuation routes, designated assembly areas)
- Floods (Emergency shelter locations, response coordination)
- Hazardous Materials Incidents (Shelter-in-place, decontamination procedures)
- Active Shooter/Lockdown Situations (Run-Hide-Fight protocol, lockdown procedures)
- Power Outages (Backup lighting, communication procedures)
- Pandemic/Health Crisis (Health screenings, personal protective equipment, social distancing guidelines)

2. Emergency Communications

- The school administration will use a multi-tiered communication system, including automated alerts, phone trees, intercom announcements, emails, and text messages, to notify students, staff, and parents of emergencies.
- Emergency notifications will also be communicated via local law enforcement and emergency services.

3. Evacuation Procedures

- The school has designated evacuation routes and assembly areas that are clearly marked and updated annually.
- Teachers are responsible for escorting students to safety, conducting roll calls, and reporting missing students to administrators.
- Special provisions are in place for students with disabilities or those requiring medical assistance.

4. Shelter-in-Place and Lockdown Procedures

- In the event of an environmental hazard or security threat, students and staff will be directed to designated shelter areas.
- Doors will be locked, windows covered, and lights turned off until an all-clear signal is given.
- Teachers and staff are trained in lockdown and shelter-in-place drills annually.

5. Coordination with Emergency Services

- Hamilton Elementary School collaborates with local fire, police, and emergency management agencies for joint training and response exercises.
- The school has memorandums of understanding (MOUs) with local emergency services to facilitate rapid deployment of resources.

6. Drills and Training

The school conducts regular emergency drills in accordance with state and district policies:

- Fire Drills: Monthly
- Earthquake Drills: Twice per year
- Lockdown Drills: Twice per year
- Evacuation Drills: Once per semester
- All faculty and staff receive annual emergency response training, including CPR/First Aid certification for designated personnel.

7. Reunification Center Protocols (Staffed by STUDENT RELEASE / CROWD CONTROL TEAM)

- In the event of an emergency, a parent-student reunification process will be implemented at a designated safe location.
- A member of the Student Release / Crowd Control Team, with proper identification, will be sent to release students individually with teacher support.
- Teachers keep students in designated secure areas until notification that student is being released to an authorized adult.
- ALL person picking up any student must show picture I.D. and sign the student out on the back of the emergency card
- ALL adult picking up a student must be listed on the emergency card.
- When notified, the teacher in the student secure area checks off the student, noting on roll sheet the time of release.
- STUDENT/STAFF SAFETY TEAM will consolidate classes as they become smaller.
- Staff members will be released by the Principal as soon as they are no longer needed as Disaster Service Workers. (Cal. Govt. code, Sec. 3100)

8. Emergency Supply Stockpile

Hamilton Elementary School maintains an emergency cache including:

- First aid supplies
- Water and non-perishable food items

- Flashlights and batteries
- Sanitation supplies

9. Post-Disaster Recovery and Support

- A crisis response team will be available to provide mental health support to students and staff after an emergency.
- The school will work with community partners to assist families in recovery efforts.

Adaptations for Students with Disabilities

The safety of all students is the highest priority of the district. Adaptations of the HUSD disaster plan for students with disabilities are developed by school administrators, teachers, the student's parents/guardians, and other members of their IEP/504 team, are outlined in each student's Individual Education Plan (IEP) or 504 Plan, and include individuals responsible for ensuring the safety of the student.

Public Agency Use of School Buildings for Emergency Shelters

HUSD offers our schools for use as public shelters in case of a natural disaster or pandemic event. We cooperate with the Glenn County Emergency Response Team as well as the Red Cross. If our buildings are used as shelters during the school day, non-students are supervised to protect the safety of our students and staff. The school district or Glenn County Office of Education shall cooperate with the public agency in furnishing and maintaining the services as the school district or Glenn County Office of Education may deem necessary to meet the needs of the community (Ed Code 32282 B (V ii))

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring at the district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

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

The district staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority: Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades TK-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

On-Campus Suspension: To ensure the proper supervision and ongoing learning of students who are suspended for any of the

reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel: A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or designee shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5149.3 Preschool/Early Childhood Education.

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process: The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by the school's numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

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

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, local law enforcement may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses: In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member may be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

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

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The

Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

INSTRUCTION / INFORMATION

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

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

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

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

RECORD KEEPING

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

BP 4119.11, 4219.11 and 4319.11 PERSONNEL - Sexual Harassment

The Board of Trustees prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee. Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

DEFINITIONS:

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

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

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

TRAINING

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report

involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees.

Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

NOTIFICATIONS

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Retaliation Prohibited: The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not negatively reflect on the employee who initiates the complaint, nor will it affect the employee's job assignment, status, rights, privileges, or benefits.

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

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard, or causes substantial disruption to the educational program.

GANG RELATED APPAREL

Education Code 35183 authorizes the Governing 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's approval must be based on a determination the policy is necessary for the health and safety of the school environment. In *Marvin H. Jeglin et al. v. San Jacinto Unified School District et al.*, 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 a school activity. Education Code 32282 specifies that for the purpose of establishing a schoolwide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education Code 48950.

District policy should not include a districtwide prohibition against wearing gang related apparel. Pursuant to Education Code 35183, such a dress code must be initiated at the school-site level and apply only to the school where it is initiated. 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 proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

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

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

Hamilton Unified School District promotes safe and orderly ingress and egress for all students, parents, staff and visitors at all sites. Parents will park and drop off their students at the appropriate designated drop-off zones at all sites. HUSD bus drivers will park and drop off students at the designated bus drop-off zones. All parents will park, check-in and sign out their student at the site administration offices. All parents and visitors will sign in at the administration offices before entering schools.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify off-campus evacuation site(s).
- Establish a memorandum of agreement with the evacuation site(s). Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

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

Goal

Safe and Orderly Environment

Component:

Hamilton Elementary School will continue to enforce our school-wide discipline and safety practices.

Element:

School-Wide Safety

Opportunity for Improvement:

Continuous data reflection at both staff and committee meetings (PBIS) to ensure school-wide safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
DISTRICT COUNSELORS/DEAN OF STUDENTS: Will work with students and families to provide interventions, social emotional support, and academic incentives.	District Counselor/Dean of Students provide Tier 1 and Tier II support for individuals and groups. District Counselor/Dean of Students and behavior specialist provide Tier III social and emotional interventions for individuals. When appropriate, our District Counselor/Dean of Students co-teach with classroom teacher for SEL and character traits of the month.	District Counselor/Dean of Students utilize Second Step Curriculum and SEL supports for individual counseling and group counseling. They also create classroom presentations and get the approved by admin before presenting.	District Counselor/Dean of Students	Infraction/Referral Data; Counselor Logs

Objectives	Action Steps	Resources	Lead Person	Evaluation
CHARACTER BUILDING SKILLS/ SEL Master schedule allocates time daily to teach social emotional lessons, time for community circles, and training for Focus, 5 occurs.	Teachers were given training to enhance how we teach social emotional development with our students.	Teachers integrate a social, emotional and academic curriculum that will teach skills to regulate emotions, foster high levels of social and emotional competency, and create self-advocacy.	District Counselor/Dean of Students and Classroom Teachers	Infraction/Referral Data Teachers progress monitor emotional wellbeing of students
ACADEMIC AND SOCIAL SKILL DEVELOPMENT: To enrich and support the academic achievement and social emotional development of students through assemblies and activities scheduled throughout the school year.	HES students will participate and attend various assemblies such as (but not limited to): Anti-bullying, Character Assemblies, College and Career Day, Stranger Danger, Coping Skills and Academic Awards Assemblies. All students will participate in field trips that are directly linked to the grade level curriculum, arts integration, and college and career readiness.	Local businesses/vendors, California universities, junior colleges, and vocational schools.	District Counselor/Dean of Students	Infraction/Referral Data Academic growth (i-Ready, BPST, ELPAC)
SAFETY DRILLS: Students and staff will participate in all of our annual safety drills to practice procedures to ensure the safety of all students and staff in an emergency situation.	All teachers were given an emergency backpack which includes all necessary materials needed in the event of an emergency situation. We have implemented The Standard Response Protocol K12 as a method of response to optimize student safety.	The Standard Response Protocol K12	Director of Maintenance, Operations, and Transportation; Site Administrators	Log Documentation
PLAYGROUND AND CAFETERIA SUPERVISION: Administrators, teachers, campus supervisor, and paraeducators will supervise students on school campus to ensure the safety of all students.	We increased the hours for our student supervisors to ensure we have an appropriate number of paraeducators on each yard during recess.	We want ALL students to be mindful of their responsibility to command their learning, set goals, build character, social skills, problem solving, and restoring harm through conflict resolution. Paraeducators and campus supervisors received training.	Site Administration	Infraction/Referral Data; Nurse/ Incident Report data

Goal

Student Attendance

Component:

Hamilton Elementary School will continue to enforce the importance of attendance. These practices are firmly implemented in TK-8th Grade.

Element:

Attendance and Communication

Opportunity for Improvement:

Working closely with parents, district social service coordinator and site admin, our attendance rates will increase.

Objectives	Action Steps	Resources	Lead Person	Evaluation
ATTENDANCE: To increase student attendance, school staff will encourage parents to make appointments for students during non-school hours and to bring/log-in students on time each day.	Students who have an excessive absences or who are consistently late will be referred to meet with the District Social Service Coordinator or Site Administration. If the attendance does not improve, the school will refer to the School Attendance Review Board (SARB) as mandated. For students who are chronically absent, the attendance clerk monitors and schedules immediate meetings with the site administration on the subsequent day of an absence.	Weekly Chronically absent data	District Social Service Coordinator	Chronic Absenteeism data; Trends in AERIES data
TRUANCY MEETINGS: Decrease the need for these meetings as attendance rates improve.	Meeting set up with the attendance secretary and the principal or assistant principal to find out from the parent why the student is having difficulties with attendance.	District Social Service Coordinator; GCOE SARB Coordinator; District Attorney	District Social Service Coordinator	Chronically Absent Data; Individual student attendance data

Objectives	Action Steps	Resources	Lead Person	Evaluation
COMMUNICATION: HES uses various forms of communication to reach out to our families to maintain open communication and to better serve our students' academic needs.	Some of the methods used at HES are: Newsletter, Parent Square, Marquee, School Messenger, School Website, Report Cards, Progress Reports, Parent Conferences, Letters, Flyers and Home Visits.	Parent Square Notification Platform; Monthly Newsletters; Phone Calls; Emails; In-person appointments; Community Liaisons; School Website	Site Administrators; Office Staff; Attendance Clerk; Classroom Teachers	Parent Square Data; Parent Participation Logs
PARENT ENGAGEMENT AND LEADERSHIP: To create a positive school-home partnership, HHS will invite parents to attend events on campus or via zoom.	Parents participate in various activities, projects, and committees throughout the school year such as but not limited to: School Site Council (SSC), ELAC, PTA, Fieldtrips, Parent-Teacher Conferences, Back to School Night, Open House.	Academic Parent Teacher Training (APTT) events; Second Step	Site Administrators; District Social Service Coordinator; Teachers	Participation Logs/Sign-in sheets from events and meetings

Goal

Physical Environment

Component:

The physical environment of each Hamilton Unified School District campus is structured to promote student and staff safety.

Element:

Safety on campus

Opportunity for Improvement:

Increase campus supervision

Objectives	Action Steps	Resources	Lead Person	Evaluation
PROFESSIONAL DEVELOPMENT: Site Administrators and selected staff will be trained yearly and kept abreast of any safety trainings/new information.	School staff will be fully trained on how to respond to an emergency, safety drills, and in the event of a natural disaster. Site Administrators and selected staff will receive Safety Training offered through Glenn County Sheriff Department and Glenn County Office of Education.	Situational Awareness Training; A.L.I.C.E. Training	Site Administrators	Attendance sheets; Re-train as necessary

HAMILTON UNIFIED SCHOOL DISTRICT- GLENN COUNTY SAFETY COMMITTEE MEETING Quarterly Committee meetings (including local Emergency Response personnel) should occur to address issues and topics of concern.	School staff will be fully trained to ensure safety rules and procedures are being followed. Frequent meetings as needed to address the Restorative Justice approach to student behavior.	PBIS Handbook; District-Wide Threat Assessment; Restorative Justice	Site Administrators	Decrease of infractions during recess and lunch.
PROFESSIONAL DEVELOPMENT FOR ADMIN: Emergency Operations Center Training	Ongoing situational training occurs during the school year offered through Glenn County Sheriff Department and Glenn County Office of Education.	District-Wide Threat Assessment	Site Administrators	Improved response and support during emergency drills and measured by survey results.

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

Hamilton Elementary School Student Conduct Code

General School Behavior Expectations:

- Follow all school rules and staff instructions promptly.
- Treat peers, staff, and visitors with respect and kindness.
- Avoid physical or verbal aggression, bullying, or harassment.
- Keep hallways and common areas clear and safe.
- Report any suspicious activity or unsafe behavior to staff.
- Follow emergency procedures calmly and efficiently.
- Use electronic devices only in designated areas and times.

Multipurpose Room Behavior Expectations:

- Wait your turn in line and be patient.
- Speak at a reasonable volume—no yelling or disruptive behavior.
- Clean up after yourself and dispose of trash properly.
- Keep food and drinks in the cafeteria.
- Respect cafeteria staff and follow their directions.
- Avoid running, pushing, or playing in eating areas.
- Report spills or messes to staff for quick cleanup.
- Clean up and put equipment away after use.
- Respect personal space and avoid rough play.
- Use gym equipment only as intended.
- Keep hands and feet to yourself at all times.
- Report any injuries or safety hazards immediately.

Outside Area Behavior Expectations

- Stay within designated areas during break and lunch periods.
- Use appropriate language and behavior in all outdoor spaces.
- Keep hands, feet, and objects to yourself—no roughhousing or throwing items.
- Dispose of trash in proper bins to maintain a clean campus.
- Follow supervision instructions and school rules at all times.
- Report unsafe conditions, fights, or concerning behavior to staff.

Classroom Behavior Expectations

- Arrive on time and be prepared with necessary materials.
- Follow teacher directions and actively participate in learning.
- Respect classmates' right to learn—avoid disruptions.
- Use respectful language and tone when speaking.
- Keep cell phones and electronic devices stored unless permitted.
- Stay seated unless given permission to move.
- Follow all safety guidelines for lab or hands-on activities.

Conduct Code Procedures

Hamilton Elementary School is committed to maintaining a safe, respectful, and productive learning environment for all students, staff, and visitors. The following Conduct Code Procedures outline the expectations and responses to behavior across different areas of campus.

General Procedures for Conduct Code Enforcement:

Awareness & Education:

- All students will be informed of behavior expectations at the beginning of the school year and as needed.
- Staff will model appropriate behavior and reinforce expectations consistently.

Monitoring & Supervision:

- School personnel will actively monitor behavior in classrooms, hallways, restrooms, cafeterias, gymnasiums, and outdoor areas.
- Any unsafe or disruptive behavior will be addressed immediately.

Intervention & Correction:

- Minor infractions will be addressed with verbal warnings, redirection, or reminders.
- Repeated or more serious violations may result in loss of privileges, detention, parent contact, or restorative interventions.

Reporting & Documentation:

- Staff will document significant behavior infractions and report them to administration when necessary.
- Students are encouraged to report any unsafe behavior to a trusted staff member.

Consequences & Accountability:

- Consequences will align with the severity and frequency of the behavior, following the school's discipline policies.
- Possible disciplinary actions may include detention, suspension, parent meetings, or other corrective measures.
- Restorative practices may be used to resolve conflicts and repair harm when appropriate.

(K) Hate Crime Reporting Procedures and Policies

BP 5145.9 STUDENTS - Hate-Motivated Behavior

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated

behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

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

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

COMPLAINT PROCESS

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

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

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

(J) Procedures to Prepare for Active Shooters

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Procedure

- Upon first indication of an active shooter, personnel should immediately notify the school administrator.
- The school administrator will initiate the recommended appropriate Immediate Response Action(s), which is LOCKDOWN; Glenn County Sheriff will initiate Active Shooter protocol
- The school administrator will call "911" to provide the exact location and nature of the incident.
- The school administrator should designate a person to remain online with police if safe to do so (if applicable).
- If the school resource officer is on campus, they shall be notified.
- If the phone system has been used, a designated Safety Team Member will alert all staff and school affiliates
- Per Glenn County Sheriff, if safely possible, use the intercom system to announce and describe the intruder with as much detail as possible.

Principal or designee will:

- Contact the District Office to request assistance.
- Prepare a message for parents to be sent via electronic communication system (ie Parent Square)
- Prepare to communicate with classrooms using email, school phones, cell phones, or radios. Establish a means of keeping

all classrooms informed.

Each staff member will ensure that all students, staff and visitors are safely secured behind locked doors, close blinds if safe to do so, and spread out as safely as possible, staying away from windows and doors; initiate ALICE protocol. Staff should take steps to calm and control students with regular P A announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.

The Safety Team Member - School Secretary will begin the process of accounting for all students and staff.

If there is an active shooter and students are in imminent danger, the administrator may initiate RELOCATION if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

The school administrator will:

- Maintain communication with emergency personnel and district office
- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform emergency personnel and district office of the decision to leave campus and the destination. Keep emergency personnel and district office updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present and re-establish Incident Command teams with available staff.

In response to the school's notification, the superintendent or designee will:

- Dispatch emergency personnel as required
- Ensure community/school partners are aware of the emergency
- Provide point-of-contact for other District resources who need to know the location of the command post and open routes to the relocation point.
- Prepare parent/community communications
- Dispatch support personnel to the relocation point to advise and support the school administrator/School Incident Commander
- Dispatch a district representative to work with emergency personnel to gather intelligence for the schools.
- Inform the site administrator/School's Incident Commander of what is known about the incident and provide the name and arrival time of emergency personnel
- Compile names and locations of those unable to get to the relocation point, and dispatch assistance to facilitate those persons in rejoining the rest of the school population.

Glenn County Sherriff Officers dispatched to the scene will:

- Establish a liaison with the site administrator/School Incident Commander and/or the Hamilton Unified School District Office and determine the threat to the school and its immediate community.
- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the offsite relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the School Secretary the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

The Glenn County Emergency Center Operations Coordinator will:

- Connect with the school Incident Commander in person, by phone or radio and provide resources from the Educational Service Center that might include the following:
- Dispatch the Educational Service Center Crisis Team to the school relocation point.
- Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
- Work with Hamilton Unified to send out a message via Parent Square to parents from the Hamilton Unified District Office with additional information.
- Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the District Office.
- Assist with reunification.

The FIRST AID/MEDICAL TEAM will work with local authorities to ensure injured students and staff receive medical attention.

The school administrator will prepare a verified list of any wounded, and the locations to which they were transported.

The school administrator will confer with the Crisis Team and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.

All media inquiries will be referred to the designated COMMUNICATIONS TEAM.

The school administrators will debrief staff and school police officers.

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

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 student's 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 requests 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 intradistrict 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 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 in order to damage that person's reputation.

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

- 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, web site, or fake profiles
- MEASURES TO PREVENT BULLYING

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

- 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 web sites and 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 web site, 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 enrolled.
- The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to 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 and customs, or any other individual bias or prejudice.

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

To discourage 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.

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

When the circumstances involve 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 employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

DISCIPLINE / CORRECTIVE ACTIONS

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

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

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.

Opioid Prevention and Life-Saving Response Procedures

SB 10 requires school safety plans for schools serving students in grades TK-8 to include a protocol for responding to a student's opioid overdose. To meet the requirements of this bill, HUSD has added another life-saving rescue medication to our school site another life-saving rescue medication to our school site, with the provision of Naloxone (NARCAN) nasal spray.

It is important to know that our school site currently has a number of emergency and rescue measures at our disposal, including an automated external defibrillator machine (AED) to restart heart rhythms, epinephrine auto-injectors in the case of a severe allergic reaction, and Naloxone nasal spray in the event of a suspected opioid overdose.

While HUSD will take every action to educate our students about the dangers of substance use, we are also taking proactive measures to protect lives. As an additional resource for this addition we have partnered with GCOE in developing the protocols for the administration of Naloxone on our campus.

Response Procedures for Dangerous, Violent, or Unlawful Activities

To reduce the risk of an incident of targeted violence on our campus through the formalization of a comprehensive protocol for the Hamilton Unified 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 Hamilton Unified School District, law enforcement representatives, and the Psychiatric Emergency Response Team (PERT).
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 enables 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 Promise:
 - Start with Hello: 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, which are identified in Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence (Cornell, 2018) 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

- Incorporate the following in Acceptable Use of Technology policies and agreements: "Users of the Hamilton Unified School District network must be aware that information accessed, created, sent, received, or stored on network or its school sites are the property of the Hamilton Unified School District. Account users do not have any right to or expectation of privacy regarding such materials. Hamilton Unified School District reserves the right to monitor all traffic on the Hamilton Unified School District network."
- Train all school employees in Options-Based Responses (Run, Hide or Fight) to Active Assailant Situations.
- 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.
- 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.

IMMIGRATION ENFORCEMENT ON CAMPUS:

This procedure shall be implemented in accordance with California Assembly Bill 49 (AB 49) and Senate Bill 98 (SB 98) to ensure student and staff rights are protected in the presence of immigration enforcement.

Classroom Teachers / School Staff

- Immediately contact the Site Administrator or designee if immigration enforcement personnel are observed or suspected to be present on or near campus.
- Do not disclose any student information or allow access to students without direct instruction from the Site Administrator and verification of valid legal documentation.
- Continue normal classroom operations unless otherwise instructed.
- Maintain confidentiality of student records and information in compliance with FERPA and California law.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Immediately contact the District Superintendent and Legal Counsel upon notification or observation of immigration enforcement personnel.
- Request and verify appropriate legal documentation, such as a judicial warrant, before granting access to school grounds or students.
- Notify all impacted parents/guardians and staff in writing and by phone as soon as legally permissible. Notifications must be provided in the home language of the family whenever possible.
- Follow the district-adopted immigration enforcement policy and ensure documentation of all communications and actions taken.
- Document the incident and complete an incident report.

DISTRICT COMMAND CENTER: District Administration

- Oversee and support legal review of documents presented by enforcement personnel.
- Coordinate with legal counsel and communicate district guidance to the school site.
- Ensure timely and accurate communication with parents, staff, and the community.
- Facilitate staff training and communication regarding procedures and legal obligations.

Instructional Continuity Plan

The Instructional Continuity Plan ensures that learning continues in the event of an emergency or disruption. The plan includes communication strategies, alternate instructional methods, student engagement expectations, and academic support to maintain educational access for all students.

Two-Way Communication with Families and Students:

- Utilize centralized communication platforms such as Aeries Communication, district email, and text messaging to provide emergency updates.
- Ensure families and students can respond to messages for feedback, questions, or assistance.
- Maintain clear lines of communication between students, teachers, and school staff to address any instructional concerns.

Timelines for Communication

- Initial Notification: Communication will be sent within 24 hours of an emergency to inform families of the situation.
- Follow-Up Updates: Updates on instructional continuity plans, timelines, and available support will be provided within five calendar days.
- Ongoing Communication: Regular updates will be sent to families and students regarding changes, expectations, and available resources.

Alternate Modes of Instruction

- Emergency Remote Instruction
- Primary Platforms: Utilize Google Classroom and Zoom to provide structured schedules, assignments, and clear instructions for students.
- Technology Distribution: Ensure students have access to district-issued devices, such as Chromebooks, and provide training on their use.
- Internet Access Support: Offer district-issued hotspots or partner with local internet providers to support students who lack internet access.

Hard Copy Materials

- Instructional Packets: Provide printed learning materials for students without internet access.
- Distribution System: Establish safe pickup/drop-off locations (e.g., district office, community centers) for students to receive and return assignments.

In-Person and Remote Options

- Alternate Sites: If facilities remain operational, designate Hamilton High School gymnasium or classrooms as emergency learning spaces.
- Collaboration with Other Districts: Work with nearby districts or county education offices to temporarily reassign students when necessary.
- Community Learning Hubs: Utilize local libraries or community centers as instructional hubs when appropriate.

Engagement and Support

- Student Engagement Within Five Days
- Teachers and staff will check in with students via phone, email, or virtual platforms to ensure participation and address any challenges.
- School counselors will reach out to students who require additional social-emotional or academic support.

Instructional Continuity Within Ten Days

- Remote or alternate instruction will begin no later than 10 school days after the onset of an emergency.
- Teachers will provide live or recorded lessons, assignments, and feedback to ensure continued academic progress.
- Social-Emotional and Academic Support

Virtual Counseling Sessions: School counselors will offer online support services through the Hamilton High School counseling team.

- Social-Emotional Learning (SEL): SEL activities will be integrated into lesson plans to support students' mental health and well-being.
- Accommodations & Individualized Support: Students with IEPs or 504 plans will receive necessary modifications to ensure

equitable access to instruction.

- Contingency for Infrastructure Challenges

In case of infrastructure failures, Hamilton Elementary School will:

- Use local radio stations to provide instructional updates.
- Distribute learning materials via community sites, mail, or other available methods.

Compliance and Monitoring

- The school will document compliance with instructional time standards through the J-13A submission process, ensuring that alternative instruction meets state requirements.
- The instructional continuity plan will be reviewed annually to incorporate feedback, address gaps, and improve emergency learning procedures.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on February 26, 2025 and adopted by Hamilton Elementary School on February 25, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Hamilton Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

- ✧ Short messaging service (SMS)
- ✧ Phone Calls
- ✧ Email
- ✧ School Portal
- Social Media

Flyers

Plans for Unforeseen Events

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

Alternative methods for two-way communication may include battery-powered devices, district messaging systems, phone calls, and coordination with local agencies to ensure continued communication with staff, students, and families.

Support for Unique Needs

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

Supports may include counseling services, referrals to community resources, academic interventions, and re-engagement strategies.

Access to Instruction

Timeline for Access to Instruction

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

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

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

As required, Hamilton Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Remote instruction will meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

The school will provide instructional materials, technology, and support services to ensure all students can participate, including students with disabilities, English learners, foster youth, and students experiencing homelessness.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Hamilton Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

The school will provide instructional materials, technology, and support services to ensure all students can participate, including students with disabilities, English learners, foster youth, and students experiencing homelessness.

Instructional Continuity

Communication Protocols

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

The school will communicate with families, students, staff, and faculty using multiple methods, including phone calls, email, text

messaging, the District website, and automated notification systems. Information will be provided as soon as practicable following an emergency and updated regularly as conditions change, with clear timelines and points of contact identified.

Technological Readiness

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

The school maintains technology readiness to support a transition from in-person to remote learning through independent study. Students and educators have access to District-issued devices, online instructional platforms, internet connectivity support when needed, and early access to independent study written agreements, assignments, and academic resources.

Instruction and Assessment

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

Instruction during a disruption will prioritize essential, standards-aligned learning objectives. Student progress will be monitored through assignments, check-ins, and assessments, with additional support provided when possible through tutoring, virtual office hours, teacher check-ins, and targeted academic interventions.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

The school ensures all students, including students with disabilities, students experiencing homelessness, foster youth, and English learners, continue to have equal access to instructional resources. Supports may include technology access, instructional accommodations, language supports, and coordination with student services staff.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Individualized Education Programs (IEPs) will continue to be implemented and maintained to the greatest extent possible during any instructional disruption. Special education services, accommodations, and supports will be provided in alignment with each student's IEP through in-person or remote methods as appropriate.

English Learners (EL)

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

The school will continue to support English Learner students in alignment with the California English Learner Roadmap Policy by ensuring access to designated and integrated English Language Development (ELD), grade-level standards-based instruction, and appropriate language supports. Instruction will be culturally responsive and asset-based, and EL students will receive accommodations, instructional materials, and language development supports to ensure meaningful access to learning during both in-person and remote instruction. Ongoing progress monitoring and communication with families will guide targeted academic and language supports.

Professional Learning

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

The school provides professional learning opportunities and resources for educators to support a transition to remote instruction and assessment, including training on instructional technology, independent study requirements, and effective remote teaching practices.

Well-Being and Support Services

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

The school will provide access to physical and mental health professionals during an emergency, including counselors and support staff. When available, services will include professionals who speak languages other than English to support families and students.

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

The school has plans to provide access to back-up power, water, and student medications in the event of an emergency, in coordination with District protocols and local emergency services.

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

The school will ensure continuity of support services, including special education, counseling, after-school programs, and nutrition services. These services may be adapted to remote or hybrid formats when necessary, including online supports and alternative meal distribution.

Site-Based Collaboration

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

Administrators, faculty, information technology staff, students, and parents collaborate in the development, review, and implementation of the Instructional Continuity Plan through shared planning, communication, and feedback processes.

Return to Site-Based Learning

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

A return to in-person instruction will occur only after site safety conditions are met, including facility readiness, availability of utilities, clearance from appropriate authorities, and confirmation that student and staff safety can be maintained.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Hamilton Elementary School's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

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.

If immigration enforcement is reported or observed on campus, the Principal or designee will immediately confirm the presence of enforcement personnel. Upon confirmation, the Principal will notify the Superintendent or designee, which will trigger the notification process.

Required Notification Recipients

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

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

Upon confirmation of immigration enforcement presence on or near the schoolsite, Hamilton High School will issue timely notification to the following groups using District-approved communication systems:

- Parents and guardians of pupils will be notified through mass communication systems, email, phone calls, or the parent portal.
- Teachers will be notified through secure staff communication channels, including email and administrative briefings.
- Administrators will be notified immediately through direct communication and District leadership protocols.

School personnel will be informed through internal communication systems to ensure awareness and coordinated response.

All notifications will be factual, limited in scope, and designed to protect the safety and well-being of students, staff, and families, and will not include personally identifiable information.

Notification Timing

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

Notification will be issued as soon as practicable following confirmation of immigration enforcement presence, while ensuring accuracy of information and maintaining a calm, safe school environment.

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.

Privacy Constraint

The notification shall not include any personally identifiable information.

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.

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).

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.

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

Public Availability

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

State Guidance

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

Procedures Regarding Pupil Smartphone Use During Emergencies

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.

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).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan (CSSP) for Hamilton Unified School District will be reviewed, evaluated, and updated through a structured process to ensure its relevance and effectiveness. The following table outlines the key activities, their descriptions, and timelines:

Safety Plan Review and Evaluation

- Conducted during the summer months (June/July).
- Focuses on assessing the overall effectiveness of the current safety plan.
- Includes input from the principal and Safety Committee members.
- Key outcomes include identifying areas for improvement and preliminary amendments.

Staff In-Service Professional Development

- Held in August during a dedicated professional development day.
- Ensures all staff are familiar with the components of the CSSP.
- Allows for staff feedback and discussion on safety procedures and protocols.

School Site Council (SSC) Meetings

- Conducted in September/October to review and finalize updates to the CSSP.
- Includes input from stakeholders, such as parents, teachers, and community representatives.
- Finalized amendments are documented and approved as necessary.

Emergency Contact Numbers

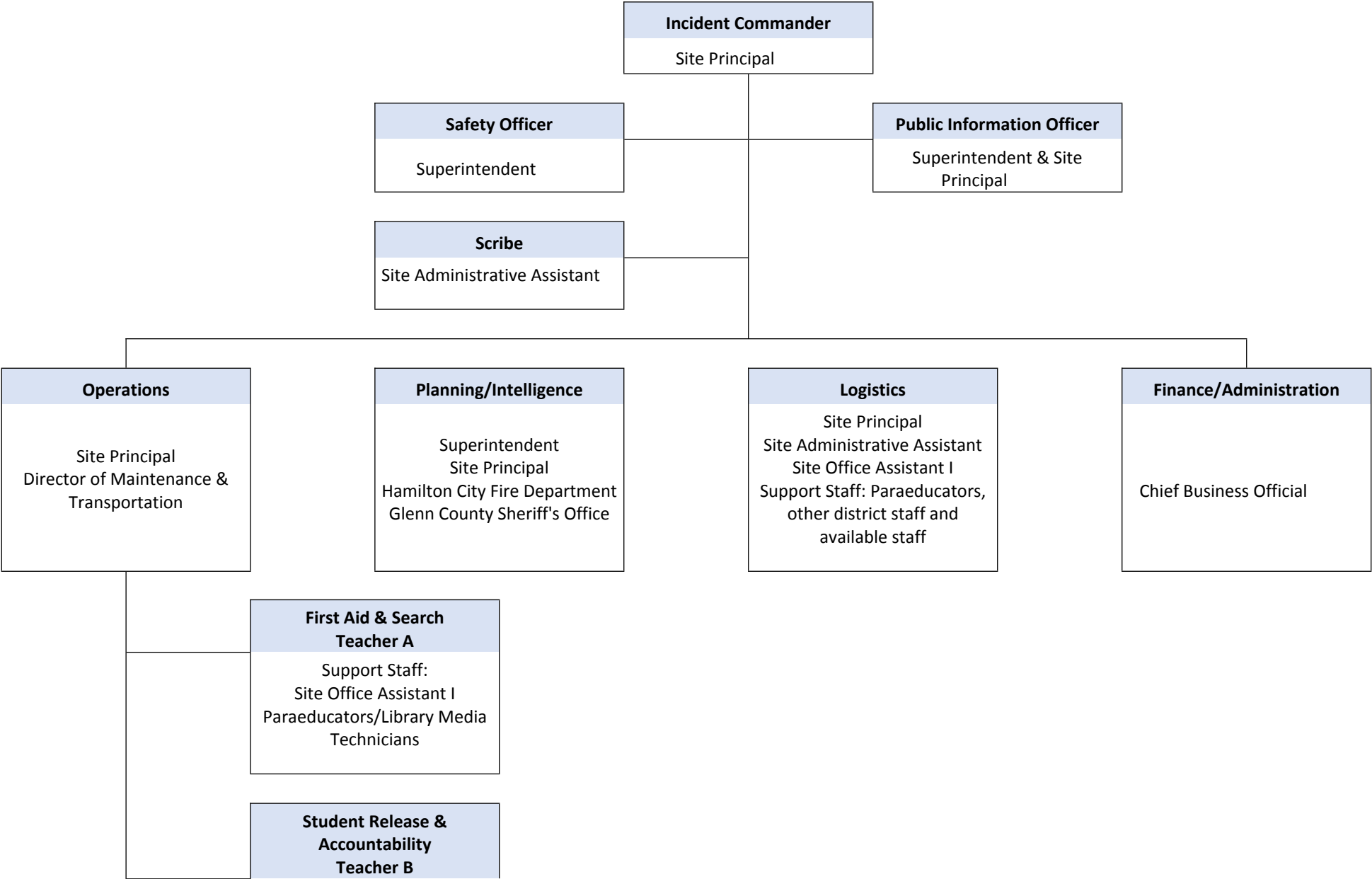
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Hamilton Unified School District	(530) 826-3261	620 Canal Street, Hamilton City, CA 95951
School District	Hamilton Elementary School	(530) 826-3474	620 Canal Street, Hamilton City, CA 95951
Law Enforcement/Fire/Paramedic	Hamilton City Fire Department	(530) 826-3355	420 1st St, Hamilton City, CA 95951
Law Enforcement/Fire/Paramedic	Glenn County Sheriff Office	(530) 934-6431	543 W Oak St, Willows, CA 95988
Local Hospitals	Enloe Medical Center	(530) 332-7300	W. Fifth and, 1531 Esplanade, Magnolia Ave, Chico, CA 95926
City Services	Hamilton City Community Services District	(530) 826-3208	211 Main St, Hamilton City, CA 95951

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Review and Evaluation	June/July	Description: Planning Meeting Location: School Site
Staff In-Service Professional Development	August	Description: Staff In-Service Professional Development Day. During this PD Day, components of the safety plan were reviewed with staff. Location: Hamilton Unified School District/Hamilton High School.
Review plan at School Site Council (SSC) Meetings	September/October	Description: Review and determine updates as necessary Location: various meeting locations at school site

Hamilton Elementary School Incident Command System



Site Principal
Site Administrative Assistant
Site Office Assistant I
Support Staff:
Paraeducators/Library Media
Technicians, other district staff
and available staff

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

See emergency response section for exact instructions on how to respond In the event of fire, immigration enforcement, or other emergency and HHS must be used as an evacuation site/shelter, superintendent or team member in charge will coordinate with OEMS to prepare site for incoming families and community members.

Step Two: Identify the Level of Emergency

Level 1 is a major disaster or imminent threat involving the entire campus and/or surrounding community or immigration enforcement personnel present with valid warrant and request student information..

Level 2 is a major incident or potential threat that disrupts sizable portions of the campus community or immigration enforcement personnel requesting access without judicial warrant.

Level 3 is a minor, localized department or building incident that is resolved quickly with existing school/district resources or limited outside help or immigration enforcement presence off campus or confirmed not involving students.

Step Three: Determine the Immediate Response Action

Call 911

Notify SERS and GCOE

EMS protocols (if Level 2 or Level 3 emergency)

See the specific list of Types of Emergencies and Specific Procedures outlined on the following page for appropriate response action details.

Immigration Enforcement: Notify site administration, secure campus and protect student confidentiality, do not respond or allow access until administration and legal review is complete.

Step Four: Communicate the Appropriate Response Action

The Superintendent/Communications Team will communicate with staff, students and the community via various platforms, coordinating with SERS, OEMS and GCOE.

Depending on the type, level and response actions in play, parents/guardians will receive information on evacuation, lock-down, shelter-in-place status, as well a the reunification plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION
IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.

Be prepared for potential for explosions, hazardous fumes or fire hazards related to aircraft incidents.

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- NOTIFY ADMINISTRATION, who will determine to what extent evacuation is indicated and/or summon emergency personnel.
- If evacuation is necessary, CHECK CLASSROOM DOOR for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit to EVACUATE. Note that off-site evacuation may be necessary. Do not run. Take Emergency Backpack.
- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so. Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them. Be alert to the possibility of explosion or fire resulting from the aircraft disaster.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Contact the Superintendent to make the final decision to dismiss classes. Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Work with School Psychologist or Director of Special Projects to determine need for, and if necessary, activate Crisis Counseling Team to provide psychological support to students, staff, and/or families.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal is deemed a threat by school administration to the safety of students and staff.

Classroom Teachers

- Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)
- Implement Classroom lockdown procedures
- Contact Site Administrator
- Remain in lockdown with students until “ALL CLEAR” is announced.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 and/or Animal Control
- Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP). If the animal is inside, students will remain outside in an area away from the animal.
- Once animal is deemed to be contained, announce “ALL CLEAR”.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Work with Incident Commander to determine appropriate isolation area for animal (if possible)

DISTRICT COMMAND CENTER: District Administration

- Handle all media inquires/communication.

Armed Assault on Campus

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Close and lock all windows and doors. Draw blinds. Turn off lights.
- Once classrooms have been secured, DO NOT allow entry for any student or staff, instruct them to another location or off campus rally point.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel.
- Doors must remain closed and locked at all times during lockdown.
- No students are to be released from or admitted to class for any reason.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by emailing the office.
- Send runners only when we cannot use a computer, cell phone, or walkie to communicate.
- ADMINISTER FIRST AID as necessary.
- Inform students that they are to remain with you.
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations

- EVACUATE only when directed by Authorized Personnel.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

- Proceed immediately to a classroom (away from problem)
- Help direct students into nearest supervised rooms
- Supervise areas outside classrooms until students are all inside
- Lock doors and close curtains/shades
- If GUNSHOTS are heard: Implement DROP AND COVER immediately
- If unable to enter safety, when deemed safe, take all students to designated site rally point.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- DIAL 911
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)

STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off electric, water or gas systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Call 911- to report incident to Law Enforcement Agencies
- Refer media inquiries to District Info Officer.
- Monitor all law enforcement communications
- Communicate as necessary with law enforcement

STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquiries/communication.
- Coordinate financing of recovery operations.

Biological or Chemical Release

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION:

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

Biological Threats A biological attack is the deliberate release of germs or other biological substances that can make you sick. Most of these must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local healthcare workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to the school site.

Chemical Threat/Attack: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment. Signs of a chemical threat include: many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination. Other signs include many sick or dead birds. Fish or small animals are also cause for suspicion.

Classroom Teachers:

IN CASE OF A BIOLOGICAL THREAT:

(or if you detect a strange and suspicious substance)

- Quickly get students away from the substance and away from air currents that may spread particles.
- Protect yourself and students. Cover your mouth and nose with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2 -3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels).
- Wash exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.
- NOTIFY ADMINISTRATION and seek emergency medical attention.

IN CASE OF A CHEMICAL ATTACK:

- Find clean air quickly.
- Determine what area is affected, and identify the source of the chemicals, if possible.
- NOTIFY ADMINISTRATION and seek emergency medical attention / ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Take immediate action to get away from toxic chemicals.

If the chemical is inside a building where you are, EVACUATE the building without passing through the contaminated area, if possible. If you can't evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and SHELTER IN PLACE.

If you are outside, quickly decide what the fastest way to find clean air is: getting out of the affected area or going inside the closest building to SHELTER IN PLACE.

IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL: Note: If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should immediately strip off their clothes and wash. Look for a hose, fountain, or any source of water, and wash with soap if possible; be sure you do NOT scrub the chemical into your skin.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.
- Make arrangements to refer families to specific sites for medical evaluation and treatment.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation. Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for official updates from public health officials to determine the following,: Are you in the group or area that authorities consider in danger? What are the signs and symptoms of the disease? Are medications or vaccines being distributed? ? Where? Who should get them?
- Communicate findings to Incident Commander.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Work with emergency response personnel to erect barricades and/or post guards a safe distance away from contaminated areas to prevent unauthorized access.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Decide whether to close school or only some areas. Handle all media inquires/communication. Coordinate financing of recovery operations.
- Give instructions to staff on how to Shelter In Place. Plan for necessary evacuations.

Bomb Threat/ Threat Of violence

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A BOMB THREAT exists when a suspected bomb or explosive device has been reported, but not located. A BOMB EMERGENCY exists if a bomb has been located, or an explosion has occurred. Both situations require prompt action in order to avoid or minimize injuries and property damage.

During any situation involving bombs, DO NOT USE RADIOS OR CELL PHONES. These may detonate the bomb. Use only land-line phones or runners to communicate. If a bomb threat is made in writing, the note should be turned over as soon as possible to investigators. If deemed credible, the threat should be reported immediately by calling 911. If a bomb threat is made by phone, the caller should be kept on the line as long as possible.

Be respectful and attentive, and try to get the following information from the caller:

- detonation time location of bomb(s) number & type of bomb(s) reason(s) for the bomb threat.

Have another person call 911, telling the dispatcher: "This is (name of caller) from (name of school). We are receiving a bomb threat on another line. Please trace the call." (This must happen quickly, as a call cannot be traced once the caller has hung up.)

Take note of the caller's voice/speech characteristics (e.g., accent, tone of voice, choice of words) and any background noises that may help investigators identify the caller or his/her location. The person receiving the call (or receiving the note) should complete a Bomb Threat Report form as soon as possible, detailing as much information as possible about the bomb(s) and the person making the threat.

Classroom Teachers

IN THE EVENT OF A BOMB EXPLOSION:

- Direct students to DROP and take cover during explosion(s).
- EVACUATE the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger...). Do not run. Take Emergency Kit if available.

- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- Be alert to possibility of subsequent explosions, fire, or potential additional explosive devices. Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.
- Consider alternate evacuation routes and/or off-site evacuation.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, & ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.
- Return to the buildings only when the ALL CLEAR signal is given.

IN THE EVENT OF A BOMB THREAT:

- If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Incident Commander or emergency service providers. Be prepared to evacuate if necessary.
- If directed to EVACUATE, quickly move students to designated assembly area, maintaining a maximum safe distance from the buildings and/or location of suspected bomb. Do not run. Take Emergency Backpack.
- Do NOT use 2-way radios or cell phones, which may ignite an explosive device. Only use land-line phones or runners for communication.
- Do NOT touch, move, or in any way handle a suspected explosive device.
- Stay clear of buildings, trash cans, vehicles and lockers; warn others to do the same.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Issue order to EVACUATE.
- Call 911. Dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed. FACILITIES TEAM: When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Bus Disaster

Classroom Teachers:

- Follow the Bus Drivers instructions and if appropriate call 911.
- Do not move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries.
- ADMINISTER FIRST AID as necessary.
- NOTIFY ADMINISTRATION using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- Be alert to the possibility of explosion or fire resulting from the accident
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to gain access to damaged buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment.
- If possible, TAKE ROLL to account for all students and staff. Report missing or injured individuals to school administration.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to request police and/or emergency medical aid and/or to report accident to police.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify District Administration
- When incident has subsided, complete & submit incident report form.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration:

- Handle all media inquiries/communication.
- Collect all appropriate reports
- Conduct appropriate follow up with staff and families
- Coordinate financing of recovery operations.

Cardiac Arrest

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION:

A cardiac arrest is a sudden loss of heart function that requires immediate action. Early recognition, rapid emergency response, CPR, and use of an Automated External Defibrillator (AED) can be lifesaving. Hamilton High School staff are trained to respond quickly and follow established emergency procedures.

SIGNS OF CARDIAC ARREST

- Sudden collapse
- Unresponsiveness
- Not breathing or abnormal breathing
- No detectable pulse

CLASSROOM TEACHERS / STAFF

REMAIN CALM. Quickly assess the scene for safety.

- Call 911 immediately or direct a specific person to call 911.
- NOTIFY ADMINISTRATION immediately and request the nearest AED.

--Main Office

--Cafeteria

--Outside of Cafeteria

- Begin CPR immediately if trained, following current guidelines.
- Use the AED as soon as it is available, following the device's prompts.
- Assign students or staff to clear the area and maintain privacy.
- Continue care until relieved by trained responders or emergency personnel.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate the Incident Command System.
- Ensure emergency medical services (EMS) are en route.
- Direct staff to retrieve and deploy the AED.
- Coordinate crowd control and campus access for emergency responders.
- Notify the Superintendent or designee.
- Determine if additional actions are needed, including lockdown or limited movement on campus.
- When appropriate, announce ALL CLEAR and resume normal operations.
- Complete and submit required incident reports.

COMMUNICATIONS TEAM

- Coordinate communication under the direction of the Incident Commander.
- Provide timely, factual updates to staff and District administration.
- Ensure no personally identifiable medical information is shared.

FIRST AID / BASIC NEEDS TEAM

- Assist with CPR and AED use if trained.
- Support emergency responders upon arrival.
- Provide post-incident support as directed.

FACILITIES TEAM

- Assist emergency responders with site access.
- Secure the area as needed to ensure privacy and safety.
- Inspect and restock AED equipment after use and report status to administration.

STUDENT RELEASE / CROWD CONTROL TEAM

- Manage student movement away from the incident area.
- Implement reunification procedures only if directed by the Incident Commander.

DISTRICT COMMAND CENTER

- Support site administration and coordinate District-level response.
- Handle media inquiries if necessary.
- Provide guidance on post-incident counseling and support services.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or other school stakeholder exhibiting threatening or irrational behavior.

Classroom Teachers:

- Isolate the people involved in the dispute, apart from other students if possible. Attempt to defuse tensions by:
 - o Identifying key players and their concerns,
- Isolating key players in a neutral area,
- Conferencing with players, and
- Listening to student concerns.

If the dispute becomes violent:

- NOTIFY ADMINISTRATION immediately.
- Keep the people involved in the dispute separate from one another and under adult supervision
- ADMINISTER FIRST AID as necessary.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.

- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- If necessary, CALL 911 to notify law enforcement and request assistance.
- Notify parents of students involved in any violent conflict; solicit their support in disciplining students, and resolving disputes.
- When incident has subsided, complete & submit incident report form.

DISTRICT COMMAND CENTER: District Administration:

- Handle all media inquiries/communication.
- Make decisions about evacuations/shelters.
- Make decisions about discipline and follow up
- Release staff by priority of release

Earthquake

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Implement DROP AND COVER until shaking stops. Instruct students to take shelter under desks, tables, door frames, etc.
- Stay away from windows, bricks, shelves, hanging light fixtures and other items that may fall during a quake or aftershock.
- EVACUATE as necessary, but only after determining that designated evacuation route is safe. Do not run. Take Emergency Backpack.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

- Do not enter buildings.
- Implement DROP AND COVER until shaking stops.
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open, at least 50 feet away from potential falling objects (e.g.; trees, portable backstops, power lines, buildings, etc.) until the earthquake is over and you are instructed by authorities to return to buildings.

IN ANY LOCATION:

- Advise students not to touch exposed electrical wires.
- Avoid using matches and lighters until the area has been declared safe.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- ADMINISTER FIRST AID as necessary.
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Be alert for aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams,
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
- Resume normal operations after the ALL CLEAR signal has been given.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)

STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

Check all utilities and shut off electric, water or gas systems as needed.

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Begin monitoring the Emergency Broadcast System for information about post-earthquake hazards and community emergency response.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquiries to District Info Officer.

STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquiries/communication.
- Coordinate financing of recovery operations

Explosion or Risk Of Explosion

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

An explosion or risk of explosion exists when a suspected explosive device has been detonated or reported, but not located. Both situations require prompt action in order to avoid or minimize injuries and property damage.

Be respectful and attentive, and try to get the following information from the caller:

- detonation time location of explosion(s) number & type of explosion(s) reason(s) for the bomb threat.

Classroom Teachers

IN THE EVENT OF AN EXPLOSION:

- Direct students to DROP and take cover during explosion(s).
- EVACUATE the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger...) Do not run. Take Emergency Kit.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- Be alert to possibility of subsequent explosions, fire, or potential additional explosive devices. Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.
- Consider alternate evacuation routes and/or off-site evacuation.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, & ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.
- Return to the buildings only when the ALL CLEAR signal is given.

IN THE EVENT OF A RISK OF EXPLOSION:

- If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Incident Commander or emergency service providers. Be prepared to evacuate if necessary.
- If directed to EVACUATE, quickly move students to designated assembly area, maintaining a maximum safe distance from the buildings and/or location of suspected bomb. Do not run. Take Emergency Backpack.

- Do NOT use 2-way radios or cell phones, which may ignite an explosive device. Only use land-line phones or runners for communication.
- Do NOT touch, move, or in any way handle a suspected explosive device.
- Stay clear of buildings, trash cans, vehicles and lockers; warn others to do the same.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Issue order to EVACUATE utilizing the Standard Response Protocol (TSRP)
- Call 911. Dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed. FACILITIES TEAM: When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Extreme Weather

Extreme weather events may include excessive heat, severe storms, flooding, high winds, wildfire smoke, or other weather-related emergencies that may impact campus safety. Hamilton Elementary School will follow guidance from local emergency agencies, weather services, and District administration to protect students and staff.

TYPES OF EXTREME WEATHER

- Excessive heat
- Severe storms or high winds
- Flooding Wildfire smoke or poor air quality
- Power outages related to weather conditions

CLASSROOM TEACHERS / STAFF IN THE EVENT OF EXTREME WEATHER

REMAIN CALM and follow instructions from site administration.

- Keep students indoors unless directed otherwise.
- Close doors and windows as appropriate.

- Monitor students for signs of heat illness, respiratory distress, or other health concerns.
- Limit physical activity as directed.
- NOTIFY ADMINISTRATION immediately if conditions worsen or if students require medical assistance.
- Be prepared to SHELTER IN PLACE or EVACUATE if directed.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Monitor weather conditions and official alerts from local authorities.
- Activate the Incident Command System as needed.
- Determine appropriate response actions, including shelter-in-place, modified schedules, or early dismissal.
- Communicate instructions clearly to staff, students, and families.
- Coordinate with the Superintendent regarding potential school closure or dismissal.
- Announce ALL CLEAR when conditions are safe and normal operations may resume.
- Complete and submit required incident documentation.

COMMUNICATIONS TEAM

- Monitor official weather alerts and emergency broadcasts.
- Provide timely updates to the Incident Commander.
- Support communication to families and staff using District-approved systems.

FIRST AID / BASIC NEEDS TEAM

- Monitor and respond to health-related concerns, including heat exhaustion, asthma, or other weather-related conditions.
- Provide first aid as needed and coordinate with emergency services when required.

FACILITIES TEAM

- Assess campus conditions, including buildings, utilities, and grounds.
- Address hazards such as downed branches, flooding, or power issues.
- Coordinate with emergency responders and report conditions to the Incident Commander and District Command Center.

STUDENT RELEASE / CROWD CONTROL TEAM

- Implement student release procedures if early dismissal is authorized.
- Ensure students are released only to authorized adults and document all releases.

DISTRICT COMMAND CENTER

- Coordinate districtwide response to extreme weather events.
- Support site administration with operational decisions.
- Handle media inquiries and coordinate recovery efforts as needed.

Fire in Surrounding Area

A fire in the surrounding area may pose a threat to campus safety due to smoke, poor air quality, potential evacuation needs, or rapidly changing conditions. Hamilton Elementary School will follow guidance from local fire agencies, emergency management officials, and District administration to protect students and staff.

FIRE IN SURROUNDING AREA – GENERAL INFORMATION

- A fire in the surrounding area may impact air quality, visibility, transportation routes, and utilities. Conditions can change rapidly depending on wind, weather, and fire behavior. The school may be directed to shelter in place, modify operations, or evacuate based on official guidance.

CLASSROOM TEACHERS / STAFF

IN THE EVENT OF A FIRE IN THE SURROUNDING AREA

- REMAIN CALM and follow instructions from site administration.
- Keep students indoors unless otherwise directed.
- Close doors and windows to reduce smoke infiltration.

- Limit physical activity, especially outdoors.
- Monitor students for signs of respiratory distress or other health concerns.
- NOTIFY ADMINISTRATION immediately if conditions worsen or if medical assistance is needed.
- Be prepared to SHELTER IN PLACE or EVACUATE if directed.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Monitor fire conditions and air quality reports from local fire agencies and emergency officials.
- Activate the Incident Command System as appropriate.
- Determine response actions, including shelter-in-place, modified schedules, early dismissal, or evacuation.
- Communicate clear instructions to staff, students, and families using District-approved systems.
- Coordinate with the Superintendent regarding potential school closure or dismissal.
- Announce ALL CLEAR when conditions are safe and normal operations may resume.
- Complete and submit required incident documentation.

COMMUNICATIONS TEAM

- Monitor Emergency Alert System updates and official fire agency communications.
- Provide timely updates to the Incident Commander regarding fire status, air quality, and safety guidance.
- Support communication to families and staff as directed.

FIRST AID / BASIC NEEDS TEAM

- Monitor and respond to health-related concerns, including asthma or smoke-related symptoms.
- Provide first aid as needed and coordinate emergency medical services if required.

FACILITIES TEAM

- Assess campus conditions, including air filtration systems, buildings, and grounds.
- Ensure HVAC systems are adjusted appropriately to reduce smoke exposure when directed.
- Assist with securing campus and supporting emergency responders if evacuation becomes necessary.
- Report conditions to the Incident Commander and District Command Center.

STUDENT RELEASE / CROWD CONTROL TEAM

- Implement student release procedures if early dismissal or evacuation is authorized.
- Ensure students are released only to authorized adults and maintain release documentation.

DISTRICT COMMAND CENTER

- Coordinate districtwide response to fires impacting school sites.
- Support site administration with operational decisions.
- Handle media communications and coordinate recovery efforts as needed.

Fire on School Grounds

Teachers

IF YOU SEE FIRE, OR SEE OR SMELL SMOKE:

- Remove any persons from the area who may be in immediate danger.
- Sound the alarm by voice and/or activating electronic fire alarm. Notify Administration (or have an assistant do this while you handle the fire). Administration will determine to what extent evacuation is indicated.
- If it can be done without endangering life, fight the fire as appropriate with fire extinguishers.

IF THE FIRE ALARM SOUNDS:

- CHECK CLASSROOM DOOR and surrounding area for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable.
- Shelter in place until you either observe smoke/fire or are notified by Incident Commander to evacuate classroom.
- If possible, once directed EVACUATE the building and walk to designated area. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit. Do not run. Take Emergency Backpack.

- Rooms should be left with the lights out and the door closed and locked to confine the fire and smoke.
- Once outside students and staff should remain at least 50 feet away from the building until given further instructions.
- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals.
- Keep students at a safe distance from the fire, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Call 911- to report ALL fires to the Fire Department (if not already contacted by Incident Commander).
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Flooding

Classroom Teachers

In the event of sudden flooding:

Immediately NOTIFY ADMINISTRATION of ruptured pipes, other sources of sudden flooding.

- EVACUATE impacted facilities as directed by school authorities or emergency response personnel. Do not run. Take Emergency Backpack.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so. ADMINISTER FIRST AID as necessary.
- Instruct students not to play or come into contact with standing water (which may have been contaminated by sewage) or flowing water (which may have been contaminated, or may indicate flash flooding).
- Remain with students until you are instructed by authorities to release them or return to buildings.
- Be prepared for the possibility of flash flooding, school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in the event of severe flooding.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Notify all staff immediately of the need to discontinue use of ruptured or contaminated plumbing lines.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Shut off electricity to flooded areas.
- Place sandbags at threatened facilities. Monitor and reinforce as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for flood-related warnings and information.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquiries to District Command Center.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquiries/communication.
- Coordinate financing of recovery operations.

Loss or Failure Of Utilities

GAS, HEAT, POWER, WATER

CLASSROOM TEACHERS

- During normal business hours, NOTIFY ADMINISTRATION of systems failures.

- If school is to be closed, teachers will be notified by administration.

POWER FAILURE

NOTIFY ADMINISTRATION office using radio, cell phone or messenger.

- Keep students together, remain in classrooms; follow normal schedule.

EXPOSED ELECTRICAL HAZARDS

- Remove students and staff to a safe distance away from downed power lines. Assume all power lines are carrying a live current. Refrain, and instruct students to refrain, from touching / approaching exposed wires.
- NOTIFY ADMINISTRATION using radio, phone or messenger.

BURST WATER PIPES

- Remove students and staff to a safe distance from the source, and keep them away from spilled water or sewage.
- NOTIFY ADMINISTRATION using radio, phone or messenger.
- Direct students to alternate sanitation facilities if required.

NATURAL GAS LEAK

- Immediately EVACUATE the area. Do not run. Take Emergency Backpack.
- USE LAND LINE PHONE to NOTIFY ADMINISTRATION.

DO NOT USE CELLULAR PHONES, which may ignite leaking gas.

Any type of incident

- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- At onset of power outage, contact MOT
- Consult with the Superintendent's and MOT to determine the extent of the outage.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Contact the Superintendent to make the final decision about whether to dismiss classes/close the school.
- Contact the MOT immediately if school is dismissed or closed, to ensure coordination of student transportation.
- When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

- Get keys from office to gain access and turn off the main power, water or gas line(s) as needed.
- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.
- For prolonged water/sewage interruptions, establish and maintain alternate sanitation facilities as directed.

COMMUNICATIONS TEAM:

- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Motor Vehicle Crash

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- Assess injuries to people, and damage to vehicles and/or property.
- Do not move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries.
- ADMINISTER FIRST AID as necessary.
- NOTIFY ADMINISTRATION using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- Be alert to the possibility of explosion or fire resulting from the accident
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to gain access to damaged buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment.
- If possible, TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center (Front Office) when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to request police and/or emergency medical aid and/or to report accident to police.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Initiate search and rescue operations as needed.

FACILITIES TEAM

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from the accident to prevent access to damaged buildings and/or vehicle wreckage.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration:

- Declare school closure(s) as warranted and communicate with parents and community.

Pandemic

HUSD will follow all State and Federal regulations.

Psychological Trauma

TRAUMATIC EVENT: (e.g., Mass Casualties, Death of Family Member or Fellow Student) REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION:

A traumatic event is an extraordinary situation that is potentially damaging to individuals and/or the educational environment. A stress reaction can develop in response to a traumatic event or unexpected death or injury to students, staff, family members, community persons or well known national figures. Examples include, but are not limited to: death of a classmate or teacher, witnessing violence on or near the school grounds suicide attempts or completions, hostage situations, drive-by shootings, sexual assaults, or natural disasters. The following principles are intended to assist school personnel in responding to a tragic event. The overall direction for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects professional sensitivity in coping with the trauma of a tragic event. This plan can be used to address traumatic events affecting a single classroom, a group of students or an entire school population. Remember that people may respond in various ways during and after an emergency. If you become aware of any development that may potentially affect your campus population, notify your administrator(s). ;

GUIDELINES FOR TEACHERS TO HELP STUDENTS COPE WITH TRAUMA:

- Develop an environment in which students feel safe to ask questions, and confident of receiving an honest answer.
- Use correct terminology related to death. (i.e. avoid euphemisms such as “passed away”)
- Listen and empathize. Make sure you hear what is said and not what you think the student ought to say.
- Allow the students to express as much grief as they are able or willing to share with you.
- Share your own feelings and memories of the student but don’t idealize the dead student.
- Say “I don’t know” when you don’t know.
- Recognize that classroom routines and management may be disrupted. This is natural – be flexible.
- Maintain a sympathetic attitude toward the student’s age-appropriate responses. (Be prepared for a strong reaction.)
- Organize activities to allow students to tangibly express their grief (e.g., memorials, letters, etc.) Don’t force a child to participate in a discussion about death.
- Never link suffering and death with guilt, punishment and sin. Don’t be judgmental; don’t lecture. It’s all too tempting to make a point or moralize.
- Don’t say “I know how you feel” unless you truly do.
- Don’t force others to look for something positive in the situation. Don’t expect “adult responses” from children or youth. Their grief responses may seem inappropriate to you. (i.e. giggling).
- Don’t force a “regular day” upon grieving students, but at the same time don’t allow the class to be totally unstructured. Offer choices of activities, e.g., letters, journals, and discussions. Return to as normal a schedule as possible, while being empathetic to the emotional needs of students and staff.

GUIDELINES FOR ADMINISTRATORS:

- Keep things calm and orderly. The principal, with the support of emergency response personnel, should provide leadership to minimize anxiety and create an atmosphere of sympathetic calm.
- Focus on accurate data. All pertinent facts must be verified with parents/guardians, police and other reliable sources. Rumor is not an acceptable source of information.
- Keep staff informed. Staff will need an overall understanding of the grieving process and their role in the tragic events plan. Parents must be kept informed about the situation and the information being provided to their children. Stress is increased if individuals are not informed of the pertinent details.
- Get approved communications (letter templates) from the District Office.

Suspected Contamination of Food or Water

INCIDENT COMMANDER (OR DESIGNEE): Site Administrator

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Isolate students and staff from water and food. Make the necessary announcements.
- Call 911 to report emergency. Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision to dismiss classes.
- Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation. Administer First Aid when instructed by county or state emergency personnel.

DISTRICT COMMAND CENTER: District Administration:

- Declare school closure(s) as warranted and communicate with parents and community.

Tactical Responses to Criminal Incidents

The Superintendent or designees shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282). However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Unlawful Demonstration or Walkout

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc., to the point where the Principal determines that the safety of students and staff is jeopardized. The goal is to protect students and all school personnel from injury or harassment until proper help can be summoned, and to keep property losses and damages to a minimum.

Three general categories of events can be considered civil disturbances:

- Peaceful demonstrations
- Disputes between individuals or small groups (which have the potential to turn violent) and large scale riots or acts of civil disobedience. Instances of civil disturbance pose a risk for both property damage (broken windows, fences or play structures knocked over or torn down, vandalized cars, trash bins set afire, etc.),
- Personal injuries (either accidental or intentional).

In any situation, staff should be watchful for potential violence, and be prepared to usher uninvolved bystanders to safety.

If a LOCKDOWN is required, all staff will be notified by the Incident Commander (Principal or designee).

Emergency Evacuation Map

