

**Hydesville Elementary School District**  
**Comprehensive School Safety Plan**

(Per Education Code Sections 32280-32289)

CDS Code

12-62885-000000

2018 - 2019

**Contact Person:** August M. Deshais

**Position:** Principal/Superintendent

**Telephone Number:** (707) 768-3610

**E-Mail Address:** [superintendent@hydesvilleschool.org](mailto:superintendent@hydesvilleschool.org)

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## I. GENERAL INFORMATION

### A. School Site Council, Board of Trustees, School Administration, and Consulting Law Enforcement Representatives

School Site Council
Christina Victorine, Chair (Parent/Guardian) Erin Jackson, Second Chair (Parent/Guardian) Alyssa Taylor, Secretary (Parent/Guardian) Sara Moore (Parent/Guardian) Laurie Newman (Community Member) Alex Olivera (Classified Employee) Ashlee Byrd (Certificated Employee) Alison Sturdevant (Certificated Employee) Georgia Bertolini (Certificated Employee) August Deshais (Superintendent-Principal)
Board of Trustees
Thomas Valterria, President Mandy Marquez, Clerk Dave Fisch, Trustee Mollie Holmgren, Trustee Clint Victorine, Trustee
School Administration
August M. Deshais, Superintendent/Principal Karen Rosser, Vice Principal
Consulting Law Enforcement Agencies
Fortuna Fire Department Fortuna Police Department Humboldt County Sheriff's Office

## B. Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates acts as the school safety planning committee, consisting of the following members:
  - The principal or the principal's designee
  - Three teachers who represent the certificated staff
  - Five parents whose children attend the school
  - One other employee who is a representative of non-teaching staff
3. The School Site Council reviewed the content of the Comprehensive School Safety Plan and believes all legal requirements are met.
4. This plan was reviewed by staff in March 2019.
5. This plan was reviewed by representatives of area law enforcement agencies in March 2019.
6. This school plan was adopted by the Hydesville District School Site Council on April 5, 2019.
7. This school safety plan was approved by the board of trustees on April 8, 2019.

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Principal's Name

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Principal Signature

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Date

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School Site Council Chair Name

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School Site Council Chair Signature

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Date

## **C. District Profile**

Welcome to Hydesville Elementary School! Our entire community is very proud of our school and its 160 year long history of serving students throughout the greater Eel River Valley. We have a long-standing tradition of excellence that is reflected in the performance and behavior of our students, and the dedication of our faculty and staff. At Hydesville School our K-8 students are continually challenged to achieve to their fullest potential, our certificated and classified staff aim to provide the highest quality education available, and our parents and community are active partners in the educational process.

## **D. School Vision and Mission**

### **Vision**

*Empowering Students to Become Lifelong Learners and  
Productive Members of Society*

### **Mission Statement**

All students at Hydesville Elementary School will participate in a challenging, problem solving, integrated, multi-modality instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with state standards.

The school shall provide equal educational opportunities for all students through a balanced, stimulating and challenging curriculum.



We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

## II. CURRENT STATUS

California Education Code Section 32282 requires schools include the current status of crime and related school-related functions.

### A. Suspension Rate

Below is found information from the California School Dashboard (<https://www.caschooldashboard.org/>) on suspension rates from the 2017-18 school year. For comparison, the statewide suspension rate is also included.

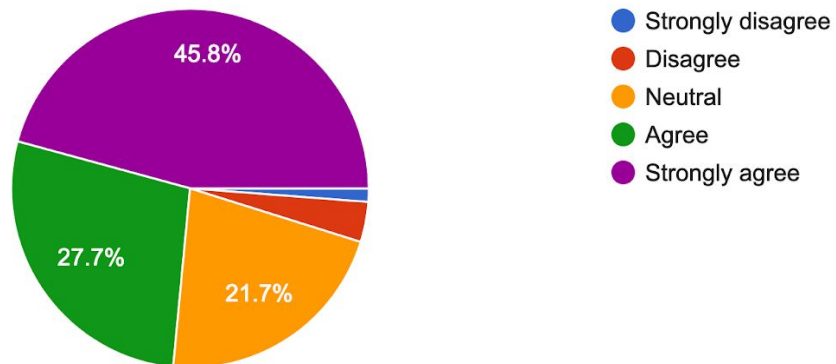
Hydesville Elementary School	State of California
<div><div><div>LEARN MORE</div><div>Suspension Rate</div><div><div>All Students</div><div>State</div></div><div><p>Yellow</p></div><div>2% suspended at least once</div><div>Maintained 0%</div><div><div>EQUITY REPORT</div><div>Number of Student Groups in Each Color</div><div><div><div>0</div><div>Red</div></div><div><div>0</div><div>Orange</div></div><div><div>1</div><div>Yellow</div></div><div><div>1</div><div>Green</div></div><div><div>0</div><div>Blue</div></div></div></div><div>View More Details →</div></div></div>	<div><div><div>LEARN MORE</div><div>Suspension Rate</div><div><div>All Students</div><div>State</div></div><div><p>Yellow</p></div><div>3.5% suspended at least once</div><div>Maintained -0.1%</div><div><div><div>EQUITY REPORT</div><div>Number of Student Groups in Each Color</div><div><div><div>1</div><div>Red</div></div><div><div>2</div><div>Orange</div></div><div><div>8</div><div>Yellow</div></div><div><div>1</div><div>Green</div></div><div><div>1</div><div>Blue</div></div></div></div><div>View More Details →</div></div></div></div>

## B. Student Survey on School Climate

Students in grades 4-8 are surveyed annually regarding their perception of connectedness and safety at school. These results become part of our Local Control Accountability Plan local indicators. Included below are the results of two sample questions from the most recent survey.

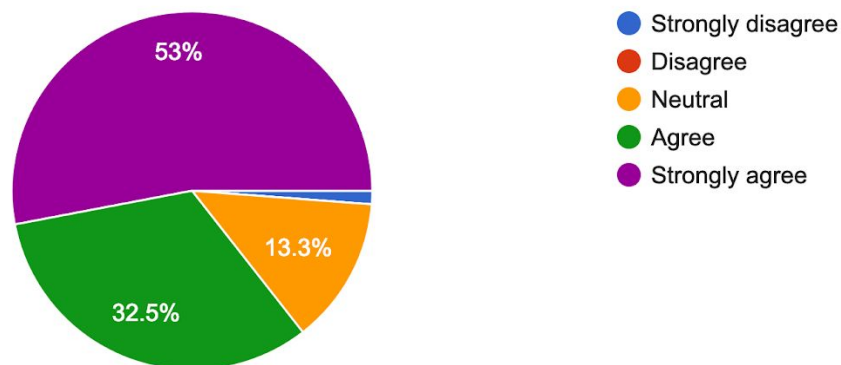
### I am happy at Hydesville School.

83 responses



### I feel safe at Hydesville School.

83 responses





### III. SAFETY POLICIES

#### A. Child Abuse Prevention and Reporting (BP 5141.4)

Students

BP 5141.4(a)

##### CHILD ABUSE REPORTING PROCEDURES

The Board of Trustees recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent/Principal or designee shall establish regulations for use by district employees in identifying and reporting such incidents.

*(cf. 5141.41 - Child Abuse Prevention)*  
*(cf. 5142 - Safety)*

District employees are obligated to report all known or suspected incidents of child abuse and neglect in accordance with law, Board policy, and administrative regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

Parents/guardians may file a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site. The Superintendent/Principal or designee shall provide parents/guardians information about reporting procedures in accordance with law.

The Superintendent/Principal or designee shall provide training regarding the reporting duties of district employees mandated by law to report suspected child abuse and neglect.

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

In the event that training is not provided to the employees mandated to report child abuse and neglect, the Superintendent/Principal or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

*Legal Reference: (see next page)*

## CHILD ABUSE REPORTING PROCEDURES (continued)

### *Legal Reference:*

#### EDUCATION CODE

- 33308.1 Guidelines on procedure for filing child abuse complaints
- 44690-44691 Staff development in the detection of child abuse and neglect
- 48906 Notification when student released to peace officer
- 48987 Dissemination of reporting guidelines to parents

#### PENAL CODE

- 152.3 Duty to report murder, rape or lewd or lascivious act
- 273a Willful cruelty or unjustifiable punishment of child; endangering life or health
- 288 Definition of lewd or lascivious act requiring reporting
- 11164-11174.3 Child Abuse and Neglect Reporting Act

#### WELFARE AND INSTITUTIONS CODE

- 15630-15637 Dependent adult abuse reporting

#### CODE OF REGULATIONS, TITLE 5

- 4650 Filing complaints with CDE, special education students

### *Management Resources:*

#### CDE LEGAL ADVISORIES

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

#### WEB SITES

- CDE: <http://www.cde.ca.gov>
- School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safety/partnership.html>
- California Attorney General: <http://caag.state.ca.us/childabuse>
- California Department of Social Services: <http://www.dss.cahwnet.gov>
- Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>

Policy  
adopted: November 21, 2002

HYDESVILLE ELEMENTARY SCHOOL DISTRICT  
Hydesville, California

## B. Community Relations (BP 1250)

### Community Relations

BP 1250

#### VISITORS/OUTSIDERS

The Board of Trustees encourages parents/guardians and interested members of the community to visit the school and view the educational program.

To ensure minimum interruption of the instructional program, the Superintendent/Principal or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and Superintendent/Principal or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.

(cf. 1112 - Media Relations)

(cf. 3515.2 - Disruptions)

For purposes of school safety and security, the Superintendent/Principal or designee may design a visible means of identification for visitors while on school premises.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (Education Code 51512)

(cf. 5144 - Discipline)

#### Legal Reference:

##### EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes; misdemeanor

32212 Classroom interruptions

35160 Authority of Board of Trustees

35292 Visits to schools (board members)

51512 Prohibited use of electronic listening or recording device

##### EVIDENCE CODE

1070 Refusal to disclose news source

##### LABOR CODE

230.8 Discharge or discrimination for taking time off

##### PENAL CODE

626-626.10 Schools

627-627.10 Access to school premises, especially:

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment

##### ATTORNEY GENERAL OPINIONS

95 Ops.Cal.Atty.Gen. 509 (1996)

Policy  
adopted: March 8, 2001

HYDESVILLE ELEMENTARY SCHOOL DISTRICT  
Hydesville, California

## C. Nondiscrimination/Harassment (BP 5145.3)



### Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

BP 5145.3

#### **Nondiscrimination/Harassment**

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational

environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

##### CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

##### PENAL CODE

422.55 Definition of hate crime  
422.6 Crimes, harassment

##### CODE OF REGULATIONS, TITLE 5

432 Student record  
4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20



1681-1688 Title IX of the Education Amendments of 1972  
12101-12213 Title II equal opportunity for individuals with disabilities  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Prohibition of discrimination based on age

#### COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

#### Management Resources:

##### CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

##### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

##### FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

#### WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

California Office of the Attorney General: <http://oag.ca.gov>

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First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

Updated Feb. 11, 2019



## D. Board Policy on Sexual Harassment (BP 5145.7)

### Students

BP 5145.7(a)

#### SEXUAL HARASSMENT

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

#### Instruction/Information

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

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

*(cf. 5131.5 - Vandalism, Theft and Graffiti)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5141.41 - Child Abuse Prevention)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 6142.1 - Family Life/Sex Education)*

#### Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the Superintendent/Principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the Superintendent/Principal or designee, whether or not the victim files a complaint.

**SEXUAL HARASSMENT** (continued)

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent/Principal or designee.

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

*(cf. 5141.4 - Child Abuse Reporting Procedures)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent/Principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the Superintendent/Principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Superintendent/Principal or designee shall also advise the victim of any other remedies that may be available. The Superintendent/Principal or designee shall file a report with the Superintendent/Principal or designee and refer the matter to law enforcement authorities, where required.

*(cf. 1312.1 - Complaints Concerning District Employees)*

**Disciplinary Measures**

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.

**Record-Keeping**

The Superintendent/Principal or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*Legal Reference: (see next page)*

## SEXUAL HARASSMENT (continued)

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex  
48900.2 Additional grounds for suspension or expulsion; sexual harassment  
48904 Liability of parent/guardian for willful student misconduct  
48980 Notice at beginning of term

#### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships  
1714.1 Liability of parents/guardians for willful misconduct of minor

#### CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

#### UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

#### UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

#### CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

#### COURT DECISIONS

*Reese v. Jefferson School District*, (2001) 208 F.3d 736  
*Davis v. Monroe County Board of Education*, (1999) 526 U.S. 629  
*Gebser v. Lago Vista Independent School District*, (1998) 118 S.Ct. 1989  
*Nabozny v. Podlesny*, (1996, 7th Cir.) 92 F.3d 446  
*Doe v. Petaluma City School District*, (1995, 9th Cir.) 54 F.3d 1447  
*Oona R-S, etc. v. Santa Rosa City Schools et al*, (1995) 890 F.Supp. 1452  
*Rosa H. v. San Elizario Ind. School District*, (W.D. Tex. 1995) 887 F. Supp. 140, 143  
*Clyde K. v. Puyallup School District #3*, (1994) 35 F.3d 1396  
*Patricia H. v. Berkeley Unified School District*, (1993) 830 F.Supp. 1288  
*Franklin v. Gwinnet County Schools*, (1992) 112 S. Ct. 1028  
*Kelson v. City of Springfield, Oregon*, (1985, 9th Cir.) 767 F.2d 651

### Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL  
*Protecting Students from Harassment and Hate Crime: A Guide for Schools*, January 1999

#### OFFICE OF CIVIL RIGHTS' PUBLICATIONS

*Revised Sexual Harassment Guidance*, January 2001

*Sexual Harassment Guidance*, March 1997

#### WEB SITES

OCR: <http://www.ed.gov/offices/OCR>

Policy  
adopted: November 21, 2002

HYDESVILLE ELEMENTARY SCHOOL DISTRICT  
Hydesville, California

## E. Suspension and Expulsion/Due Process (BP 5144.1)

### Students

BP 5144.1(a)

#### SUSPENSION AND EXPULSION/DUE PROCESS

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

*(cf. 5144 - Discipline)*

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

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

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

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

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

#### Zero Tolerance

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

The Superintendent/Principal or designee shall notify staff, students and parents/ guardians about the district's zero tolerance policy and the consequences which may result from student offenses. He/she shall also ensure strict enforcement of this policy.

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)****Student Due Process**

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

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))*

**On-Campus Suspension Program**

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent/Principal or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent/Principal or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

**Required Parental Attendance**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the Superintendent/Principal or designee. (Education Code 48900.1)



**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Superintendent/Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

**Decision Not to Enforce Expulsion Order**

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

*Legal Reference: (see next page)*

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*Legal Reference:*

EDUCATION CODE

212.5 Sexual harassment  
233 Hate violence reduction  
1981 Enrollment of students  
17292.5 Program for expelled students  
35146 Closed sessions (re suspensions)  
35291 Rules (for government and discipline of schools)  
35291.5 Rules and procedures on school discipline  
48660-48666 Community day schools  
48900-48926 Suspension and expulsion  
48950 Speech and other communication  
49073-49079 Privacy of student records

CIVIL CODE

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt  
54950-54963 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia  
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal defined  
240 Assault defined  
241.2 Assault fines  
242 Battery defined  
243.2 Battery fines  
243.4 Sexual battery  
245 Assault with deadly weapon  
261 Rape defined  
266c Unlawful sexual intercourse  
286 Sodomy defined  
288 Lewd or lascivious acts with child under age 14  
288a Oral copulation  
289 Penetration of genital or anal openings  
417.25-417.27 Laser scope  
422.6 Interference with civil rights; damaging property  
422.7 Aggravating factors for punishment  
422.75 Protected classes

*Legal Reference: (see next page)*

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

### *Legal Reference continued:*

#### PENAL CODE (continued)

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

#### WELFARE AND INSTITUTIONS CODE

729.6 Counseling

#### UNITED STATES CODE, TITLE 18

921 Definitions

#### PUBLIC LAW 107-110

4141 Gun-Free Schools

#### COURT DECISIONS

*Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H.*, (2001) 85 Cal.App.4<sup>th</sup> 1321

*Garcia v. Los Angeles Board of Education* (1991) 123 Cal.App.3d 807

*Fremont Union High School District v. Santa Clara County Board* (1991) 235 Cal. App. 3d 1182

*John A. v. San Bernardino School District* (1982) 33 Cal. 3d 301, 308

#### ATTORNEY GENERAL OPINIONS

84 *Ops. Cal. Atty. Gen.* 146 (2001)

80 *Ops. Cal. Atty. Gen.* 347 (1997)

80 *Ops. Cal. Atty. Gen.* 91 (1997)

80 *Ops. Cal. Atty. Gen.* 85 (1997)

### *Management Resources:*

#### CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

#### WEB SITES

CDE: <http://www.cde.ca.gov>

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

Policy  
adopted: November 21, 2002

HYDESVILLE ELEMENTARY SCHOOL DISTRICT  
Hydesville, California



## **F. Dress and Grooming (BP 5132)**

## **G. Notification to Teachers of Dangerous Pupils (Pursuant to Ed. Code 49079)**

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person.

An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor.

No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false.

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## IV. SCHOOL DISCIPLINE

Pursuant to Ed. Code 35291 – 35291.5

Every employee of the school is responsible for the enforcement of the behavior expectations, rules, and discipline.

The district shall submit the rules and procedures to the Board for review annually. The district shall provide the behavior expectations to each continuing student in the district at the beginning of the school year. New students (e.g. mid-year transfers) will receive copies as they enroll.

### A. Wildcat Way

A school climate team composed of the superintendent-principal, certificated staff, and a parent/guardian helped develop a comprehensive, school wide approach to positive behavior expectations known as the “Wildcat Way”. These expectations are reinforced with students on a regular basis by certificated and classified staff, as well as school administration.

<i>Wildcat Way</i>			
	<i>Be Safe</i>	<i>Be Respectful</i>	<i>Be Responsible</i>
<b>CLASSROOM</b>	Use materials as intended Keep hands and feet to yourself Walk at all times	Be an attentive listener Take care of school materials Use polite language	Be on time Stay on task Follow directions
<b>CAFETERIA</b>	Walk at all times Stay seated while eating	Use polite language Invite others to sit with you	Eat what you take Clean up after yourself
<b>HALLWAY</b>	Walk at all times Stay in line when expected to do so	Use a quiet voice Politely greet those you see	Wait patiently Head directly to where you're going
<b>PLAYGROUND</b>	Use equipment as it is meant to be used Follow game rules	Include others Show sportsmanship	Put equipment away when done Line up quickly when recess is over
<b>BATHROOM</b>	Use bathrooms as they are meant to be used Wash and dry your hands	Give others privacy Clean up after yourself	Flush Return to class when done
<b>OFFICE</b>	Walk at all times	Use a quiet voice Use polite language	Wait patiently
<b>LIBRARY</b>	Treat books with care Walk at all times	Use a quiet voice Use polite language	Return books on time Wait patiently

## B. School Rules

School rules are reviewed annually to encourage consistent expectations among all staff.

### PLAYGROUND

#### General

Students must:

- Follow directions
- Include others in play
- Use appropriate language
- Keep phones and electronics in backpacks from 8:05 am to dismissal unless otherwise permitted by an adult for a specific reason and under direct supervision
- Return materials after every recess
- Not lift or carry others
- Only use swings sitting forward and one at a time and not be pushed by other students
- Only play tag or chase on grass (i.e. not on cement or gravel)
- Not jump from play structures when higher than the shortest student on the playground
- Use equipment as intended (e.g. not climb or sit on top of structures designed for hanging from)
- Never climb, hop, or lean over fences
- Not play on or under the after school ramp
- Not play on the field past the "big toy" unless supervised by a recess aide

#### Primary

Students must:

- Play only in the area south of the primary wing and the big toy, but only play in the kindergarten playground area if in kindergarten
- Not play between the main building and after school
- Not play between the bushes and the building

#### Upper Grade

Students must:

- Play in the area north of the upper grade wing, the big toy, and the jungle gym behind the after school room only.
- Only eat snack in the middle school hallway or between the two buildings
- Only play basketball on full court and hotshots on the half court
- Not take half court shots
- Only kick soccer balls, footballs, and kickballs
- Not play in or among the trees or upon the storage container

### CAFETERIA

Students must:

- Walk at all times
- Use inside voices
- Remove hats and hoods
- Place, not throw, trash in the can
- Only bring shelled sunflower seeds
- Only eat their own food
- Leave school work (books, journals, etc) in class or on the back counter
- Wait to be excused or leave the cafeteria

### HALLWAY AND BATHROOM

Students must:

- Walk at all times
- Use inside voices
- Removes hats and hoods
- Finish in a timely manner and never use either space for play

## C. Student Incident Form

The best way to address persistent behavior concerns is to look for patterns that may enable staff to understand where changes in supervision and/or scheduling may alleviate chronic issues. In order to do so a Student Incident Form is used to collect data on all repeat or concerning student behaviors. These forms are available in paper form to staff, but these data can also be entered in an online form.

HYDEVILLE ELEMENTARY SCHOOL DISTRICT Student Incident Form																				
<b>Student Information:</b> Student (Full Name): _____ Teacher: _____ Grade: _____ Reported By: _____ Incident Date: _____ Time: _____																				
<b>Location:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Classroom</td> <td style="width: 20%;">Playground</td> <td style="width: 20%;">Hallway</td> <td style="width: 20%;">Bathroom</td> <td style="width: 20%;">Cafeteria</td> </tr> <tr> <td>Office</td> <td>Library</td> <td>Bus</td> <td>Field Trip</td> <td>After School</td> </tr> <tr> <td colspan="5">Other: _____</td> </tr> </table>					Classroom	Playground	Hallway	Bathroom	Cafeteria	Office	Library	Bus	Field Trip	After School	Other: _____					
Classroom	Playground	Hallway	Bathroom	Cafeteria																
Office	Library	Bus	Field Trip	After School																
Other: _____																				
<b>Behaviors That Can Be <u>Minor or Major</u>:</b> Disrespect Defiance Disruption Inappropriate Language/Gestures Misuse of Property Misuse of Technology Other: _____			<b>Behaviors That Can Be <u>Major Only</u>:</b> Noncompliance/Defiance/Insubordination Physical Aggression Abusive Language Property Damage Inappropriate Location Inappropriate Display of Affection Harassment Lying Fighting Cheating Bullying Other: _____																	
<b>Possible Motivation:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Obtain Peer Attention</td> <td style="width: 33%;">Obtain Adult Attention</td> <td style="width: 33%;">Obtain Items/Activities</td> </tr> <tr> <td>Avoid Peer Attention</td> <td>Avoid Adult Attention</td> <td>Avoid Items/Activities</td> </tr> <tr> <td colspan="3">Unknown Other: _____</td> </tr> </table>					Obtain Peer Attention	Obtain Adult Attention	Obtain Items/Activities	Avoid Peer Attention	Avoid Adult Attention	Avoid Items/Activities	Unknown Other: _____									
Obtain Peer Attention	Obtain Adult Attention	Obtain Items/Activities																		
Avoid Peer Attention	Avoid Adult Attention	Avoid Items/Activities																		
Unknown Other: _____																				
<b>Others Involved:</b> No One      Peer(s)      Teacher      Staff      Substitute      Other: _____																				
<b>Action Taken for Major:</b> Parent Contact Date: _____ Method of Contact: _____																				
<b>Action(s) Taken:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Conference w/Student</td> <td style="width: 25%;">Time Out</td> <td style="width: 25%;">Community Service</td> <td style="width: 25%;">Counselor Referral</td> </tr> <tr> <td>Loss of Privileges</td> <td>Bus Suspension</td> <td>Parent Contact</td> <td>Time in Office</td> </tr> <tr> <td>Restitution</td> <td>Alternate Placement</td> <td colspan="2">Suspension ____ Days (In School / Out of School)</td> </tr> <tr> <td>Action Pending</td> <td colspan="3">Other: _____</td> </tr> </table>					Conference w/Student	Time Out	Community Service	Counselor Referral	Loss of Privileges	Bus Suspension	Parent Contact	Time in Office	Restitution	Alternate Placement	Suspension ____ Days (In School / Out of School)		Action Pending	Other: _____		
Conference w/Student	Time Out	Community Service	Counselor Referral																	
Loss of Privileges	Bus Suspension	Parent Contact	Time in Office																	
Restitution	Alternate Placement	Suspension ____ Days (In School / Out of School)																		
Action Pending	Other: _____																			
Student Signature: _____ Parent Signature: _____																				

Oct. 2018

## **V. EMERGENCY RESPONSE TEAMS**

### **A. Purpose and Scope**

The Hydesville Elementary School District Comprehensive Safe School Plan (CSSP) provides guidance and direction to administration, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the Comprehensive Safe School Plan shall be used during an emergency incident involving at Hydesville Elementary School.

### **Key Emergency Contact**

After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible. S/he will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

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

Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need. (California Education Code 32282)

### **C. Safe School Leadership Team (SSLT)**

The Safe School Leadership Team (SSLT) will take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

**Standardized Emergency Management System (SEMS)** is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary:

- Field Response
- Local Government
- Operational Area
- Regional
- State

The SSLT carries out the Field Response level of crisis and emergency management. The District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS/NIMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS/NIMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses.

SEMS/NIMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

**Essential Management Functions:** SEMS/NIMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses three primary ICS functions: Incident Command, Logistics, and Operations.

Under the SEMS/NIMS, tasks are delegated to members of the SSLT to handle critical incidents successfully. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS/NIMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS/NIMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

### **Safe School Leadership Team**

Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should immediately begin assigned duties. For additional information staff should report to the school office or temporary command center where they will be assigned duties to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings Incident Command. Safe School Leadership Team is listed below.

Hydesville Elementary Safe School Leadership Team		
Incident Command	August Deshais	Superintendent
	Karen Rosser	Alternate #1
	Ashlee Byrd (M, W, Th)	Alternate #2
Logistics	Arlene Polansky	Administrative Assistant
	Ashlee Byrd (M, W, Th)	Alternate #1
	Melissa Bartlett	Alternate #2
Operations	Alex Olivera	Head of Maintenance
	Mara Ayala (not Friday)	Alternate #1
	Scott Williams	Alternate #2

#### **D. Threat Assessment Management Team (TAMT)**

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team (TAMT). The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

#### **E. Response Team Assignments**

<b>Command Post</b>	<b>Medical Center</b>	<b>Damage Assessment/ Search and Rescue</b>
August Deshais	Mara Ayala (not Friday)	Alex Olivera
Arlene Polansky	Rachael Riggs	Tessa Griffith



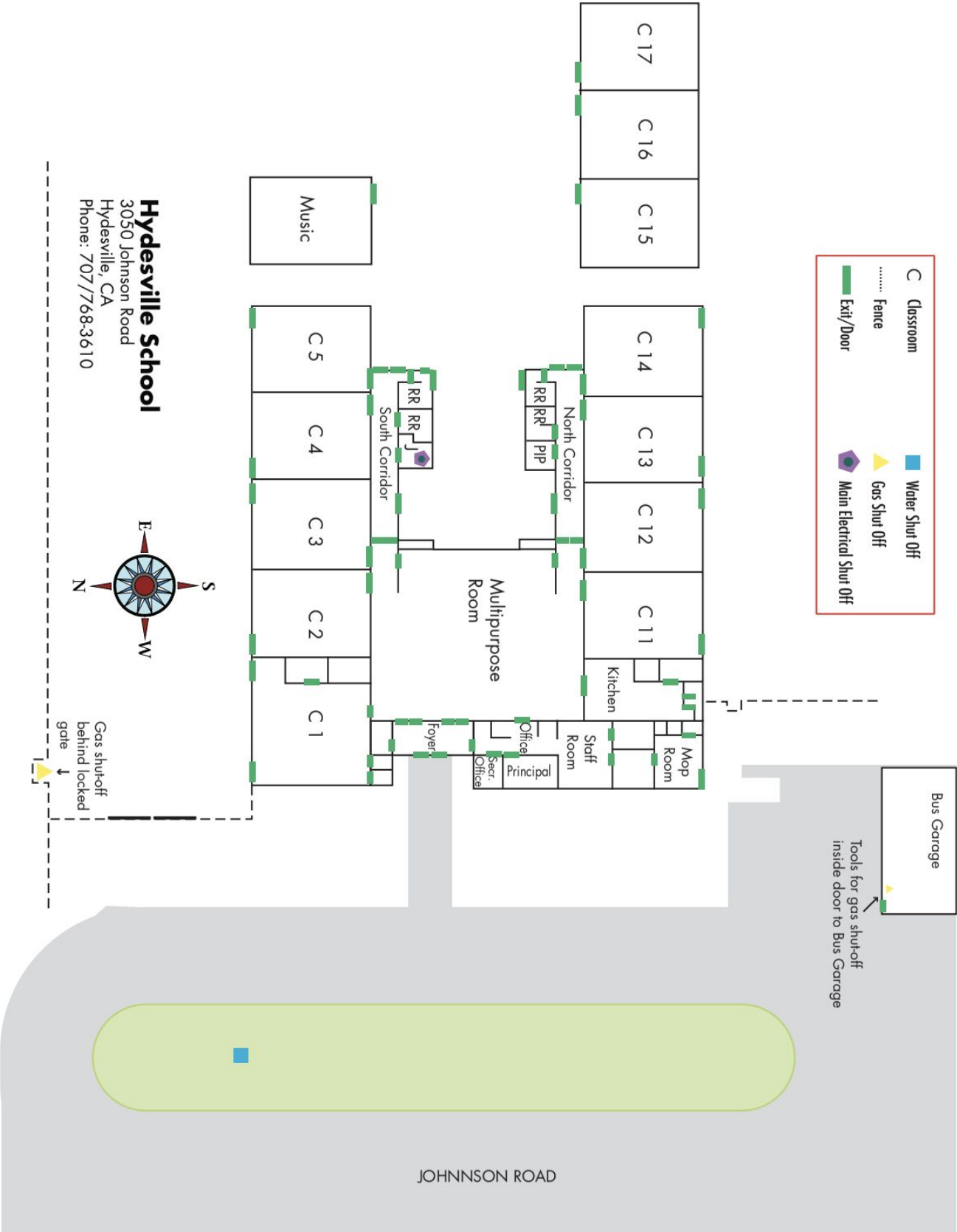
<b>Student Evacuation and Supervision</b>		
<b>Jackie Carter</b>	<b>Ali Sturdevant</b>	<b>Pam Zana</b>
<b>Katie Briseño</b>	<b>Karen Rosser</b>	<b>Melissa Bartlett</b>

<b>Buddy Classes (In the event of evacuation)</b>	
Karen Rosser, Kindergarten	Pam Zana, Second Grade
Melissa Bartlett, Third Grade	Rachael Riggs, First Grade
Ali Sturdevant, Fourth Grade	Tessa Griffith, Fifth Grade
Katie Briseño, Sixth Grade	Mara Ayala, Resource
Scott Williams, Seventh Grade	Jackie Carter, Eighth Grade

#### **F. Utility Shut Off Locations**

Electrical	Custodian storage room in south corridor
Water	South end of grass area between parking lot and Johnson Road
Gas (Tools for gas shut off located in bus garage)	Fenced area due south of room C1 (Across from the kindergarten playground)

G. School Map



## H. Personnel Duties and Responsibilities

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

### **State of California Government Code, Chapter 8, Division IV, Title I**

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

#### **Principal (Incident Commander) / Safe School Leadership Team Leader responsibilities:**

1. Acts as the liaison between the media, school site and district office and maintains communication with appropriate district staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members (Operations) are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures, depending on the emergency.
5. Establishes a communications system consisting of the following elements:
  - a. System of specific disaster warning signals that are well known to staff and students, and includes both bell and voice signals.
  - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
  - c. Educate parents not to call in during an emergency situation so that personnel are available to respond to the emergency and to ensure telephone lines are available for outgoing and emergency calls.
  - d. Prepare a statement (script) for designated staff to be used for communication.
  - e. Include a sign-in sheet for all media to complete.
  - f. The Superintendent informs the Humboldt County Office of Education, the Board of Trustees, and neighboring schools districts.
  - g. Follow the directions of the Superintendent. Only the Incident Commander, Superintendent, or alternate is authorized to release information. All other personnel should cordially refer the media to the office or incident command at (707) 768-3610.
  - h. Designate a person to record incidents for documentation purposes including debriefing.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
7. Oversees collection of data confirming location of all students and staff.
8. Principal assigns the following duties to school staff:

- a. Patrol entrances to direct emergency personnel; parents, district staff, and media to appropriate areas; and prohibit unauthorized persons from entering campus.
  - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
  - c. Conduct search-and-rescue operations to systematically search specific rooms in order to assist and locate trapped/injured persons and to recover critical supplies and equipment.
  - d. Establish/coordinate Communication Center.
  - e. Administer first aid.
  - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
  - g. Supervise Student Release Procedures.
  - h. Check building utility systems and appliances for damage.
9. Principal schedules regular emergency drills and reviews the emergency plan with staff, students, and parents.
  10. Principal oversees regular site inspections for safety hazards, and takes corrective action on identified hazards.
  11. Plans for alternate classroom evacuation routes, in the event standard routes are obstructed.
  12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
  13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site

## I. District Emergency Contacts

Office hours, Monday through Friday, 8am-4pm - (707) 768-3610

### Administration

- August M. Deshais, Superintendent/Principal
- Karen Rosser, Vice Principal
- Arlene Polansky, Administrative Assistant

### Facilities

- Alex Olivera, Head of Maintenance

### Counseling

- Ashlee Byrd, School Counselor

### Transportation

- Kim Fontaine, Bus Driver

## VI. EMERGENCY RESPONSE PROCEDURES

### A. General Procedures

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across many emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
STATUS	<b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.
	<b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	<p><b>LOCKDOWN</b> is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> <li>• Lock the doors;</li> <li>• Close and lock windows, and close blinds or cover windows;</li> <li>• Turn off lights;</li> <li>• Silence all electronic devices;</li> <li>• Remain silent;</li> <li>• Use strategies to silently communicate with first responders if possible,</li> <li>• Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and</li> <li>• Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<b>SECURE CAMPUS</b> is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	<b>SHELTER IN PLACE</b> is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in classrooms with exterior passageways must remain in the classroom while SHELTER IN PLACE

	is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.
	<p><b>TAKE COVER</b> is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> <li>• Move students and staff into the school's permanent building.</li> <li>• Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> </li> <li>• If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.</li> </ul> <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p>
	<p><b>DUCK, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
<b>EVACUATION</b>	<p><b>EVACUATION</b> is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p>
	<p><b>OFF-SITE EVACUATION</b> is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p>
	<p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
<b>REUNIFICATION</b>	<p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> <li>• Maintaining accurate information on the location of each child.</li> <li>• Preventing unauthorized individuals from having access to or removing children.</li> <li>• Verifying the identity of individuals coming to take custody of children.</li> <li>• Verifying everyone has the legal right to take custody the child for which they have asked.</li> <li>• Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>

## B. 2-Way Radio Use

**IN CASE OF A BOMB THREAT, DO NOT ACTIVATE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.**

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short
- Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
- Use clear “sign-off” terms
- During normal use, use only the channel assigned to the school.

### C. Drill Schedule

- **FIRE DRILL (1x /calendar month, unless alternate drill w/evacuation)**

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001).

- The principal shall notify staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
- Teachers shall ascertain that no student remains in the building.
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal or designee shall keep a record of each fire drill conducted and file a copy of this record.

- **EARTHQUAKE DRILL (2x year)**
- **LOCKDOWN DRILL (at least once per year)**

### D. Evacuation Plan

**Stage One Evacuation:** ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page --).

**Stage Two Relocation:** OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with district transportation department, Humboldt County Sheriff, Fortuna Fire District (gas leak, fallen aircraft, etc.)

OFF CAMPUS LOCATIONS:

Hydesville Fire Department 3494 CA-36 Hydesville, CA 95547	Murrish Market Parking Lot 3415 CA-36 Hydesville, CA 95547
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## E. Emergency Damage Assessment

If there is an indication of structural damage (broken windows or cracks in the wall or flooring), then shut off the electricity, water, and check to see if gas is shut off immediately.

Check all classrooms, multipurpose room, kitchen, office, portable building, bathrooms, bus garage, and grounds for damage.

Room	Initial if OK	Damage Noted
Office		
Staff Lounge		
Gym		
Kindergarten		
2 <sup>nd</sup> Grade		
Counseling/Speech		
3 <sup>rd</sup> Grade		
1 <sup>st</sup> Grade		
Primary Bathrooms		
Janitor Closet		
After School Room		
8 <sup>th</sup> Grade		
7 <sup>th</sup> Grade		
6 <sup>th</sup> Grade		
Upper Bathrooms		
Staff Bathroom		
Library		
RSP Room		
5 <sup>th</sup> Grade		
4 <sup>th</sup> Grade		
Kitchen		
Storage Room		
Bus Garage		
Grounds		



## VII. EMERGENCY RESPONSE PLANS

### A. Active Shooter/Armed Assailant

#### ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

*“Active shooter situations”* are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

#### ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
  - a. Act immediately if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.
  - b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
  - c. Be decisive. Communicate your plan to your students and act quickly.
  - d. Call 911 and the School Office as soon as it is safe to do so.
2. Options: *Run, Hide or Fight*
  - a. RUN: If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you...
      - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
      - and can visualize a route that will get your students and yourself safely off campus.
    - Don't carry anything with you.
      - Police may mistake an item in your hands as a weapon.
      - Leave everything behind.
    - If you encounter people along the way...
      - Adults: Warn them and take them with if you can but don't stop if they refuse to come.

- o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
    - Place terrain and buildings between you and the assailant to cover your escape.
    - Keep going until you are certain you are out of danger.
    - Keep your students with you. Call 911 to report your location and obtain instructions.
  - b. HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
    - Lock the doors
    - Close and lock windows and close blinds or cover windows;
    - Turn off lights;
    - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
    - Silence all electronic devices;
    - Remain silent;
    - Position occupants spread out and out of line of site from room entrance.
    - Prepare to act if the assailant attempts to get in the room;
    - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
    - Call 911 as soon as it is safe to do so.
    - Remain in place until evacuated by identifiable law enforcement officers.
  - c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
    - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
      - o Construct a strong barricade.
      - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
      - o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
        - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
    - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
- 3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

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

#### 4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
  - *Run* – If you encounter injured persons while you are trying to get out of danger...
    - o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
  - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
    - o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
  - *Fight* – This is always the option of last resort because the probability of injury is highest when you are near the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
  - Immediately raise your hands in the air and display your open palms.
  - Don’t run up to officers or attempt to hug or talk to them.
  - Don’t talk unless they ask you a question.
  - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
  - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: Train all district / site staff involved with student activities and extracurricular programs.

#### PRINCIPAL OR DESIGNEE ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if possible.
  - o Include as much actionable information on the announcement as possible.
    - *Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man, with a gun on campus. LOCKDOWN now.”*
- If possible, assist emergency personnel.
  - o Assist police in entering the school;
  - o Provide officers with keys, maps and any other information requested.

## B. Biological Agent Release

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

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

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

#### Outside the building

#### STAFF ACTIONS:

1. Notify principal.

2. Move students away from immediate vicinity of danger (if outside, implement Take Cover).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
4. Follow standard student assembly, accounting and reporting procedures.

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Initiate **SHELTER IN PLACE**.
2. Shut off HVAC units.
3. Move to central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
5. Turn on radio and listen for instructions.
6. Complete the Biological and Chemical Release Response Checklist
7. Remain inside the building until it is safe to leave.

**Inside the building**

**STAFF ACTIONS:**

1. Notify principal or site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
2. Move up-wind from the potential danger.
3. Call 911. Provide exact location and nature of emergency.
4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders-- Health or Fire Department.
6. Complete the Biological and Chemical Release Response Checklist
7. Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

**THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

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

## C. Bomb Threat

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

### PERSON RECEIVING THREAT BY TELEPHONE:

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

**Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911**

### PERSON RECEIVING THREAT BY MAIL:

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
3. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
5. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Call sheriff to look for suspicious packages, boxes or foreign objects.

8. Do not return to the school building until it has been inspected and determined safe by proper authorities.
9. Avoid publicizing the threat any more than necessary.

**STAFF ACTIONS:**

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

## **D. Chemical Accident Procedure**

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

**PERSON DISCOVERING SPILL:**

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Notify Fire Department and the Department of Public Health. Provide the following information:
  - a. School name and address, including nearest cross street(s)
  - b. Location of the spill and/or materials released; name of substance, if known
  - c. Characteristics of spill (color, smell, visible gases)
  - d. Injuries, if any
  - e. Your name and telephone number
2. Notify Maintenance personnel to shut off mechanical ventilating systems.
3. If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
4. Post a notice on the school office door stating location of evacuation site.
5. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

1. If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
2. Upon arrival at evacuation site, take attendance. Notify principal or designee of any missing students.

3. Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
4. Do not return to the building until emergency response personnel have determined it is safe.

## **E. Duck, Cover, and Hold On**

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

- Earthquake
- Explosion

### **ANNOUNCEMENT:**

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

Example: “Attention please. **DUCK, COVER AND HOLD**. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”

### **STAFF AND STUDENT ACTIONS:**

#### **Inside**

1. Instruct students to move away from windows.
2. Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
3. Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

#### **Outside**

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



## F. Earthquake Procedure

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

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

### Inside Building

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

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

#### **STAFF ACTIONS:**

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

### Outside Building

#### **STAFF ACTIONS:**

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

### During non-school hours

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

1. Inspect school buildings with Maintenance personnel to assess damage and determine corrective actions.
2. Notify fire department and utility company of suspected breaks in utility lines or pipes.
3. If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
4. Determine who will inform public information media as appropriate.

## **G. Evacuation (On-Site)**

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

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

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

## ANNOUNCEMENT:

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

Example: "Attention please. We need to EVACUATE all buildings. Teachers are to take their students to the Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan.
4. Use walkie-talkies to deliver additional instructions to teachers in hold areas.

## PRINCIPAL OR DESIGNEE:

1. The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
2. When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
3. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

## STAFF ACTIONS:

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

## HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Some people may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

### To alert visually-impaired individuals

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

### To alert individuals with hearing limitations

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

### To evacuate individuals using crutches, canes, walkers, or wheelchairs

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

## H. Evacuation (Off-Site)

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

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

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public-address system:

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

### PRINCIPAL OR DESIGNEE ACTIONS:

1. Determine the safest method for evacuating the campus. This may include the use of school bus or simply walking to the designated off-site location.
2. Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

1. Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
2. If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
3. Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
4. Remain in place until further instructions are given.

**Structured Reunification****STAFF ACTIONS:**

1. Ensure student identification necklaces are distributed and worn by all students.
2. Students remain in classroom or at the Assembly Area with the classroom teacher or teacher buddy until the Reunification Team Member calls for specific student(s).
3. Reunification Team Member will escort student(s) to the designated Release Point.
4. Student will be released to parent/guardian or identified emergency contact.
5. Release Team will document each student as he/she is released; to whom the student(s) is released; and the time of release.

**I. Explosion**

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

**PRINCIPAL OR DESIGNEE:**

1. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives.
4. Notify emergency response personnel of any missing students.
5. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
6. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
7. Determine if Student Release should be implemented. If so, notify staff, students and parents.

8. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

#### **STAFF ACTIONS:**

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

### **J. Fire**

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

#### **Within School Building**

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

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

**STAFF ACTIONS:**

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

**Near the School****PRINCIPAL OR DESIGNEE ACTIONS:**

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

**K. Flood**

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Issue **STAND BY** instruction. Determine if evacuation is required.
2. Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue **OFF SITE EVACUATION** instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated.
6. Monitor AM radio weather station KINS for flood information.
7. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

1. If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
2. Remain with students throughout the evacuation process.

3. Upon arrival at the safe site, take attendance. Report any missing students to principal or designee and emergency response personnel.
4. Do not return to school building until it has been inspected and determined safe by property authorities.

**BUS DRIVER ACTIONS:**

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

## **L. Gas Odor/Fumes**

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

**STAFF ACTIONS:**

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

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

## **M. Hazardous Materials**

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Call 911, if necessary.



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

#### **TEACHER ACTIONS:**

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

## **N. Hostage Situation**

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

#### **PRINCIPAL OR DESIGNEE ACTIONS**

1. Call 911. Provide all known essential details of the situation:
2. Number of hostage takers and description
3. Type of weapons being used
4. Number and names of hostages
5. Any demands or instructions the hostage taker has given
6. Description of the area
7. Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
8. Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
9. Secure exterior doors from outside access.
10. When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

11. Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
12. Identify media staging area, if appropriate. Implement a hotline for parents.
13. Account for students as they are evacuated.
14. Provide recovery counseling for students and staff.

**STAFF ACTIONS:**

1. If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
2. Alert the principal or designee.
3. Account for all students.

## O. Intruder Procedure

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 8:00 a.m. and 4:00 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

*-- California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

**PRINCIPAL OR DESIGNEE ACTIONS:**

Initiate **LOCKDOWN**.

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

**STAFF ACTIONS:**

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

**P. Lockdown**

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

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

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

**ANNOUNCEMENT:**

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

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
2. Call 911. Provide location, status of campus, all available details of situation.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

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

**STUDENT ACTIONS:**

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

**Q. Secure Campus**

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

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

1. Potential threat of violence in the surrounding community
2. Police activity in the surrounding community

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

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

**SECURE CAMPUS:**

1. Is intended to prevent a potential community threat from entering campus
2. Heightens school safety while honoring instructional time
3. Requires that all exterior classroom / office doors are locked
4. Requires that no one goes in or out for any reason

5. Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

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

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

- REPEAT -

1. Instruct Administrative Assistant to call law enforcement non-emergency number, inform them of campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put administrator on the call and ask to speak with Dispatch/Communications Supervisor
2. Designate assigned individual to lock all doors leading into administration building
3. Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
4. Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
5. If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
6. If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
7. If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
8. Depending on the timing of the situation, consider deactivating the period bells. Students and staff must remain inside if the threat persists
9. After the emergency has been neutralized, initiate **ALL CLEAR**
10. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

#### **STAFF ACTIONS:**

1. Move to the door and instruct any passing students to return to assigned classroom immediately
2. Close and lock the door
3. Continue class instruction or activity as normal
4. Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
5. Be alert to the possibility that response may elevate to **LOCKDOWN**
6. Do **NOT** call office to ask questions; Incident Command will send out periodic updates
7. Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

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

1. Gather students together and organize into an orderly formation
2. Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
3. Proceed to on-campus shelter location as quickly as possible
4. Once inside, take attendance to ensure all present students are accounted for
5. By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
6. Implement all classroom policies and procedures for **SECURE CAMPUS** status
7. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
8. Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

## **R. Shelter in Place**

**SHELTER IN PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

**ANNOUNCEMENT:**

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

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
2. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

**TEACHER and STAFF ACTIONS:**

1. Immediately clear students from the halls. Stay away from all doors and windows.
2. Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
3. Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
4. Take attendance and call report in to administrative assistant. Wait for further instructions.

**STUDENT ACTIONS:**

Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.