



School Safety Plan

Amy Hasselwander, Principal
Heather James , Assistant Principal
Sean Smiley, Assistant Principal

2022-2023 Safety Plan

2022-2023 Safety Plan

Comprehensive Safety Plan Purpose and Compliance	
Emergency Response Guidelines	
Emergency Preparedness and Crisis Response Plan	
Fire Drill Procedures	
Lockdown	
Shelter in Place	
Duck and Cover/Earthquake	
Weapon	
Bomb Threat	
Student Unrest or Civil Disturbance	
Medical Emergency	
Hazardous Spill or Release	
Animal Disturbance	
Suspected Child Abuse	
Suicide Threat	
Threat Assessment	
Mental Health Protocols for Traumatic Events	
Parent Reunification Procedures	
Suspension and Expulsion	
Procedures to Notify Teacher of Dangerous Pupil	
Discrimination, Harassment and Bullying	
Dress Code	
Safe Ingress and Egress to and from School	

Roles of Key Personnel	
Age Appropriate Reactions and Response to Crises	
Emergency Phone Numbers	
Media Information	
Yearly Checklist	

Comprehensive Safety Plan Purpose and Compliance

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

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

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

Comprehensive School Safety Plans must include the following elements:

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

According to CUSD Board Policy 0400, the Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans

shall identify cohesive strategies for school improvement and provide stability in district operations. The process for developing comprehensive plans shall invite broad participation for school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals specified in the plan. It is the intent of the Safety Planning Committee to adhere to this policy.

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card. A copy of the Comprehensive School Safety Plan will be available for review at the school office and Calaveras Unified District Office.

The CUSD Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff (Board Policy 5137(a)). This Comprehensive Safety Plan will specifically address the programs, services, and initiatives that are embedded in the school vision and goals set forth by our School Site Council to ensure that students have a safe and positive learning environment and experience.

Introduction

Calaveras High School (CHS) / Gold Strike High School (GSHS) is located in the foothills of the Sierra Nevada Mountains and serves the Calaveras County communities of Burson, Glencoe, Jenny Lind, Mokelumne Hill, Mountain Ranch, Rail Road Flat, San Andreas, Valley Springs, Wallace, and West Point. It is the only comprehensive high school in the district with an alternative education school connected on its campus. Toyon Middle School feeds directly to the high school and six elementary schools feed into the middle school. District boundaries encompass approximately 500 square miles.

This wide area of service results in approximately 60% of the students relying on district transportation services in order to get to and from school (with some students having to spend as much as 1 ½ hours on a bus each way).

Components of the Comprehensive School Safety Plan

The current Comprehensive School Safety Plan is completed in conjunction with the CHS/ School Site Council.

Members of CHS/GSHS School Site Council

2022-2023: Amy Hasselwander, Principal

Heather James , Assistant Principal

Sean Smiley, Assistant Principal

Fara Roberts, Parent (Chairperson)

Benjamin Buecher, Parent

Kandilyn Galli, CHS Student

Iris Cable, CHS Student

Elicia Baniel, GSHS Student

Anita Godman, Science Teacher

Andrea Floyd, English Teacher

Thomas Sherman- English Teacher

DeeDee Weatherby, School Staff Support

Gina Sullivan, School Staff Support

Assessment of School Safety

(Ed Code, Section 32282(a)1)

The California Healthy Kids survey 2021-2022 was administered to students in grades 9 & 11. The Summary of key indicators for CHKS listed below. In order to address the areas that students rated with a level of concern, CHS/GSHS implements the programs listed in the following section.

Grade 9 School Engagement and Supports

- School Connectedness 49%
- Academic Motivation 53%
- Chronic Truancy 24%
- Caring adult relationships 52%
- High Expectations 66%
- Meaningful Participation 19%
- Facilities upkeep 8%
- Parent involvement 27%

Grade 9 School Safety

- School perceived as safe 42%
- Harassment and Bullying 34%
- Rumors lies spreading 34%
- Afraid of being beaten up 22%
- Physical Fight 11%
- Seen Weapon on campus 21%

Grade 9 Substance Use and Physical /Mental Health

- Current alcohol or drug use 15%
- Current marijuana use 6%
- Current Binge Drinking 2%
- Drunk or High 7 or more times 6%
- Drunk or high at school 4%
- Cigarette smoking 2%
- Vaping 7%
- Sleep Deprivation 16%
- Chronic sadness/hopelessness 40%
- Considered Suicide 20%

Grade 11 School Engagement and Supports

- School Connectedness 51%
- Academic Motivation 56%
- Chronic Truancy 25%
- Caring adult relationships 64%
- High Expectations 76%
- Meaningful Participation 21%
- Facilities upkeep 10%
- Parent involvement 27%

Grade 11 School Safety

- School perceived as safe 51%
- Harassment and Bullying 23%
- Rumors lies spreading 25%
- Afraid of being beaten up 8%
- Physical Fight 5%
- Seen Weapon on campus 9%

Grade 11 Substance Use and Physical /Mental Health

- Current alcohol or drug use 17%
- Current marijuana use 6%
- Current Binge Drinking 5%
- Drunk or High 7 or more times 7%
- Drunk or high at school 7%
- Cigarette smoking 1%
- Vaping 13%
- Sleep Deprivation 21%
- Chronic sadness/hopelessness 35%
- Considered Suicide 23%

District/Campus Safety Strategies and Programs

(Education Code 32282 (a) 2 (A)-(J))

The CUSD Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff (Board Policy 5137(a)).

The current Local Control and Accountability Plan (LCAP) outlines Calaveras Unified prioritized areas of focus in accordance with the State priorities identified in Ed Code sections 52060 and 52066; Conditions of Learning, Pupil Outcomes, and Engagement. CUSD's LCAP goal #3 effectively addresses the school climate. The Expected Annual Measurable Outcomes include "providing a safe and productive learning environment in/out of the classroom and maintain/sustain programs that address inclusion and anti-bullying. Actions include continuing to provide counseling/intervention services to at-risk students and continuing to provide programs and strategies regarding inclusion and anti-bullying (Circle of Friends, Positive Behavior Systems).

The following is a list of current School Climate Programs and Initiatives being implemented at CHS/GSHS High Schools:

- **Positive Behavior Interventions and Supports (PBIS).** System of data collection, analysis and tiered intervention support to address behavior and improve school culture and academics. CHS/GSHS staff members deliver instruction based on the school-wide expectations: Calaveras PRIDE: Personal Responsibility, Respect, Integrity, Diversity and Excellence. Students receive incentives for meeting the expectations.
- **Breaking Down the Walls.** A comprehensive program designed to unify, empower, and engage every student to create a positive and supportive campus climate.
- **Circle of Friends.** A social inclusion program for students with disabilities of all ages that establishes an understanding and acceptance of differences on school campuses and in community life, decreasing bullying and erasing the lines between disabled and non disabled.

- **Friday Night Live Mentoring.** Provides opportunities for young people to be in ongoing, mutually beneficial, caring relationships, which strengthen a young person's resiliency to the challenges they face in life.
- **After School Tutorials/Study Halls.** Provides all students the opportunity to get academic help during and after school in all core subject areas 1-5 x weekly.
- **Tobacco Cessation Classes.** Counselor provides voluntary classes to educate students about the effects of vaping and addresses causes. In the 22-23 school-year CHS/GSHS is piloting a two-tiered tobacco cessation class with a social emotional counselor for students who are caught vaping on-campus. This class focuses on educating students about the effects of vaping, addresses causes of addiction, and focuses on stopping vaping and tobacco use. In addition, the school offers a 10 week Life Skills class that focuses on the harmful effects of tobacco, drugs, and alcohol.
- **Social Emotional Counselors.** In addition to academic counseling, students have the ability to work with a 1.0 FTE counselor
- **Rallies.** Planned and run by our Associated Student Body/Leadership. Focus on school connectedness.
- **Freshman Orientation.** All 8th grade students come to the high school for a day prior to or during the class registration process. They hear about core academic choices in Science and visit all Career Technical Ed classes and fine arts electives. High school student leaders spend the day with small groups of students and join them in a barbecue lunch.
- **ASB Leadership Class:** Students plan school wide initiatives that focus on school culture and school connectedness. They approve and manage all school clubs, plan and implement rallies, plan school dances, prom, senior activities. Currently, the students are working on determining the next CHS mascot.
 - Freshmen Fly-In- ASB leaders work with incoming freshmen to familiarize them with the school climate and culture of CHS.
 - Freshmen 411- Important information given to incoming freshmen and their families to help bridge the gap between TMS and CHS.

Emergency Response Guidelines

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (see below). To comply with these requirements, CHS adopted the Incident Command System (ICS) as the template for responding to emergencies. ICS is a key component of both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the Federal Emergency Management Agency (FEMA). Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to prevent further harm or damage to property. This plan also works together with school safety procedures.

Regulatory Authority

The Katz Act [*California Education Code*, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [*California Government Code*, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into district plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises in order to practice using the systems.

California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

Plan Organization

This plan identifies the Crisis Response Team (CRT) and defines the roles and responsibilities of team members. Several key facilities are described in this plan with information on each facility's capabilities and considerations for use during a crisis response effort. The plan also provides general instructions for managing an emergency response.

Standardized Emergency Response Management System Overview

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

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

Operations : All response actions are implemented by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Section Chief supervises any teams activated to accomplish the incident response goals. These teams may include Medical, Morgue, Security, Student/Staff Care, Student/Staff Release, and Search & Rescue.

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

Logistics : Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders. The Logistics Section Chief manages these functions and supervises any teams activated to support these efforts. These teams may include Utilities & Supplies, Nutrition, and the Communications team, which all report directly to the Logistics Section Chief, who reports directly to the Incident Commander.

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

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY. The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY. The second step in responding to an

emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist in classifying emergency situations, a three tiered rating is provided below:

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies. Examples: temporary power outage, a minor earthquake, or a minor injury on campus.
- **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies such as a fire or moderate earthquake, toxic spill, or a suspected act of terrorism involving a potentially hazardous material. Example: unknown white powder.
- **Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION. Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common response actions initiated during school emergencies are:

- **Hold.** Students and staff clear the hallways and remain in the room or area until the “All Clear” is announced. In the classrooms it will be business as usual. Doors will be locked. All students and adults will be accounted for.
- **Secure.** Get inside, Lock outside doors.
- **Shelter-in-Place.** Students use appropriate safety strategies for the hazard. See Standard Response protocol for Tornado, Hazmat, Earthquake, Tsunami. Adults will lead safety strategies, account for students and adults, notify if missing, extra or injured students or adults.
- **Lock Down.** Students and staff are kept in a designated lockdown area until a danger has passed such as an intruder being on campus. See Standard Response protocol.
- **Building Evacuation.** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. See Standard Response Protocol.
- **Campus Evacuation.** Students and staff are escorted to an off-site assembly area if it is determined to be too dangerous to remain on campus. Evacuation routes are dependent upon the type and level of emergency.
- **All Clear.** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcement

Emergency Preparedness and Crisis Response Plan(Ed Code 35295-35297)

CUSD Board Policy 3516 (a) outlines the requirements for viable emergency and disaster preparedness plans in each school. The Governing Board recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Emergency Response Considerations

- No single safety plan will adequately cover every situation, be prepared to take action that may not be specifically defined in this plan but may be necessary to protect yourself and students.
- Remain calm and stay focused in the event of an emergency. This will help keep others calm and focused through the emergency.
- Do not make decisions based on rumors or hastily .
- Do not leave your classroom or work site unless directed to do so by administration.
- Follow directions and instructions given by administration and emergency responders. • Remember... stay calm

Response Actions for Any Emergency

- For all emergencies contact the site administrator (or designee) first. They will call 911 or contact emergency responders as needed.
- If there is an immediate medical emergency, you may first call 911 but notify the campus administrator or site manager immediately after.
- Emergencies on campus may require notification of additional campuses:
 - CHS 754-1811 or by radio
 - Preschool: 754-4975
 - SAE: 754-2365
 - SHEC: 754-2123
 - District office: 754-2300
- Request assistance from others on campus or at your worksite who are trained in CPR and First Aid, if assistance for medical emergencies is needed. Contact the campus administrator to request assistance.
- Assess the situation and identify immediate actions to stop the hazard and prevent further harm.
- Seal off high-risk areas.
- The most qualified person in the area should take charge of the incident as the Incident Commander. If/when a more qualified individual arrives then transfer the incident command to that person and share the following information:
What has happened so far (cause, damage, victims).

Who is already responding to the incident and who else is on the way.

What are the next planned action steps for response

- Find out what you can do to continue to assist the new Incident Commander •
Activate the School Incident Response Team
- Preserve evidence and keep detailed notes of the incident
- Refer all news media (and other requests for information) to the Public Information Officer
- All Clear

After a threat has passed and the campus is safe to return to normal operations, an “All Clear” announcement should be delivered with the same communications method used for the initial emergency alert. During the announcement, be sure to provide any pertinent information or special instructions (i.e. return to normal operations or progress to parent/family reunification area, etc.).

Fire Drill Procedures

AR 3516.1 (a)

Our school has a campus wide fire alarm system issued, managed, and maintained by **Rutledge Security, 855-952-8045 8am-4pm or (209) 743-6435 after hours**. The alarm manifold and panel is located in the office.

The school conducts regular fire drills, at least twice per year. The primary relocation area is the athletic field across from the school. In the event this field is unreachable due to fire or disaster the alternative relocation area is Calaveras High School. Depending on where the disaster is located on campus, staff and students will be directed to one of these two areas. The third location should the school need to evacuate further from the site is San Andreas Elementary.

Teachers are required to be equipped with current student rosters for attendance, a first aid kit, identifiable safety vest, and a set of cards indicating current status of self and students. These items are compiled in an emergency bag located in each classroom. Maps and evacuation routes are also posted in each classroom.

THE FIRE ALARM WILL BE A HIGH-PITCHED ALARM SOUND

Once this alarm sounds:

1. Teacher is to quickly inform students that this is the fire alarm. Students prepare to exit the classroom in an orderly fashion, leaving their backpacks in the room. *Students with medical needs or health issues (such as diabetes) must take their medical items with them when they exit the classroom.*
2. Teacher will grab the emergency bag and current class roster and put on the identifiable safety vest.
3. Teachers must keep the classroom unlocked during the duration of the fire alarm.
4. Teachers will lead and direct students out of the classroom and to identify relocation areas and line up with their classes.
5. Teachers will promptly take attendance once students are lined up on the field and visibly display status cards.
 - a. a. GREEN CARD-all students are accounted for and everything is OK.
 - b. b. BLUE CARD-signals a medical or health related issue.
 - c. c. RED CARD-alert that a student is missing or unaccounted for.
6. Teachers and students will hold in this position until the fire alarm has been turned off and the ALL CLEAR has been granted by administration or Fire Department.

When a fire is discovered in any part of the school, the following actions shall be taken:

- The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001) • The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
- In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff. • If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



IN AN EMERGENCY

TAKE ACTION



HOLD



SECURE



LOCKDOWN



EVACUATE



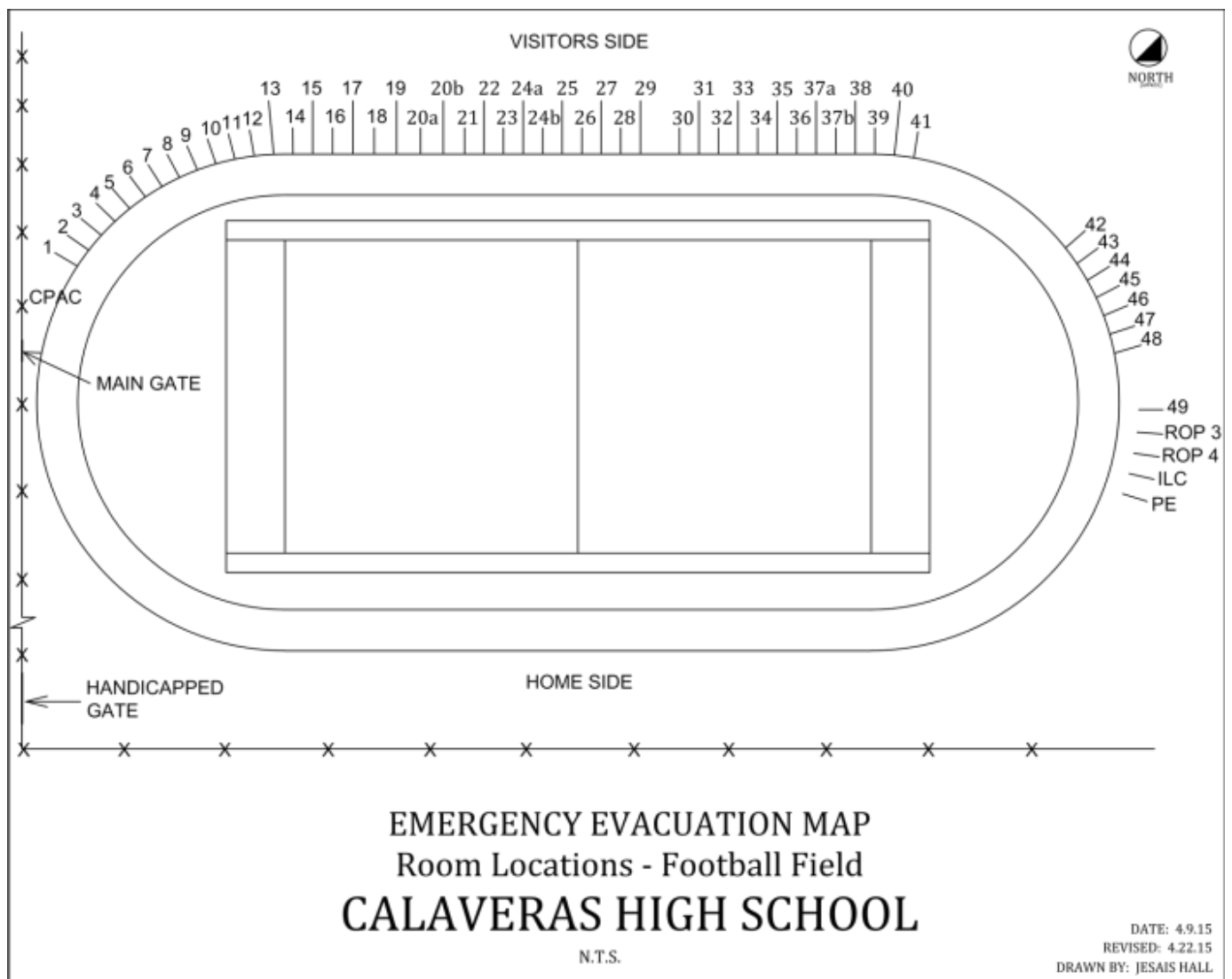
SHELTER

Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



© Copyright 2009-2020, All Rights Reserved. The "I Love U Guys" Foundation, Denver, CO. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRP Terms of Use". SRP Public Address Poster | V 3.6 | Revised: 05/11/2020 | <http://iloveuguyz.org>



STAFF ACTION PLAN LOCKDOWN PROCEDURES

5399

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. ***Lockdowns are serious business.*** When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

IN CLASSROOMS AND OFFICES

- Upon hearing the announcement of "LOCKDOWN" campus staff members will immediately return to their classroom/office. If in their classroom/office (or when they return) they will open the door, look for students, and direct them to your classroom/office. Close and lock the door. Once you have closed the door, do not open the door again.
- Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows). Move all students away from windows and stay low (below window line). Turn off all lights.

- Take roll using a ***“silent roster.”*** This is a clipboard with a sheet of paper on it. Pass it around and have students sign in. Staff should remember that they may have more students in their classroom/office than normal, or they may have less. They may have students that are not known to them or part of their class.
- **DO NOT** unlock the door until an administrator opens your door or if a peace officer whom you identify asks you to open the door.
- Keep calm and quiet.
- If the fire alarms sound during the lockdown, ignore unless given direction to evacuate over the PA by an administrator.
- **REMAIN** in the classroom/office until the admin opens your door or you are escorted out by peace officers.
- **Turn off** all cellular devices as they have hot spots that can be recognized.

LIBRARY/GYMNASIUM/SHOP AREAS

- Shut and lock all doors and windows (pull draperies or close blinds and blacken doorway windows).
- Move all students away from windows and stay low (below window line) spread out within the room. Turn off all lights.

IF OUTDOORS OR AT BREAK/LUNCH

- If outside of a classroom, go to the nearest secured facility. If you cannot get into a classroom go to the secondary Evacuation Response Point. This will be in the middle parking area by the custodians shed. There you will be met by a peace officer or administrator who will get you to a secure location.

PE CLASSES AWAY FROM SECURE LOCATIONS

- PE classes that are on the upper or lower field should not try to return to the main campus. These students and staff should move as far away from the campus center as possible and stay low and quiet. A Peace Officer or Administrator will meet the classes and move them to a secure location.

EMERGENCY PROCEDURES I. Staff member responsibilities: A. Dial “5399” and state “I have an emergency”. If a student answers the phone, request an office staff member. When connected to office staff member state the following:

Your Name

Location

Location of Emergency

Type of emergency

If victim shows no signs of life (no pulse or breathing)

state this:

Victim's Name

DO NOT HANG UP UNLESS TOLD TO DO SO BY THE 5399 OPERATOR

B. If initial office contact is unsuccessful then:

Call 911 immediately if any of the following exist:

No breathing

Severe bleeding

Unresponsive

When connected to the 9-1-1 operator state:

Your Name

Location

Location of Emergency

Type of emergency

If victim shows no signs of life (no pulse or breathing) state this:

Victim's Name

DO NOT HANG UP UNLESS TOLD TO DO SO BY THE 9-1-1 OPERATOR

Continue attempts to contact the office.

2. Office staff emergency response procedure

A. Log time call received .

B. Radio/phone for admin.

C. Initiate "CODE RED" if advised by administrator/medical responder on scene.

AT THIS POINT ALL INVOLVED GO TO CHANNEL 2 AND STATE THEY ARE ON CHANNEL 2

Log time "CODE RED" initiated__

D. Call (9-1-1) Log time State:

Your Name

Location (Calaveras High School)

Location of Emergency (Location on campus)

Type of emergency

If the victim shows no signs of life (no pulse or breathing) state this.

Victims name

DO NOT HANG UP UNLESS TOLD TO DO SO BY THE 9-1-1 DISPATCHER

E. Report back to scene, via radio, what services have been requested.

F. Coordinate additional internal support services.

G. Dispatch Campus Monitor/Student Patrol/Maintenance as appropriate.

Have person at Lower Gate direct incoming traffic to the lower lot, when EMS on scene close Lower Gate and continue to direct non-essential traffic to the lower lot.

3. On-Scene responder reports to office staff of emergency services arrival.

Log time __

4. On-Scene responder reports to office staff that the incident has concluded (patient loaded and ready for transport).

Log time __

5. Administrator/medical personnel terminate the CODE RED situation via radio communication by stating "CODE RED canceled." Log Time __

CODE RED RADIO COMMUNICATION EXAMPLE:

Incoming call: "Office, this is name" Office: Go ahead name" Incoming: "Message"
(not to exceed 10 seconds) Office: "Copy that name"

Code 2 means "urgent"

Code 3 means "Emergency"

Site Procedures w/ Power Outages

On days where unforeseen and unique conditions present themselves while students are on campus (power outages in hot/cold weather, snowy conditions, etc) the following protocols are in place at all school sites.

Schools will remain open for the following reasons

- Students can't be sent home without parental permission, parental pick-up and supervision (where applicable).
- Busses can't be organized to transport all students home (for those who received parental permission as outlined above).
- We would have to make up the instructional day/minutes lost (and lose money in staff salaries and operating costs as a result).
- Unless a clear, present and extreme safety situation exists that renders the campus an unsafe environment for students, all attempts will be made to keep the school operational and functional.

An early release for all students may be granted dependent upon the following

- Unique logistical aspects of a given school site that more easily allow for an early release (after the number of instructional minutes have been utilized to qualify for a minimum day).
- Transportation has been consulted to determine feasibility of an early release for all students.
- All parents/guardians have contacted and have either picked up their student or given permission for the student to be transported home via bus.

Student/Parent Communication

- Parents always have the right to check student out of school and take them home.
- Parents must check the student out through the office per standard site procedure.
- The Connect Ed automated phone system will be utilized when applicable to inform all parents of the relevant details involved.

Unexcused Absence

- Student leaving school on occasions such this will receive an "unexcused" absence, which is a state guideline. However, the site will not enforce a negative consequence for that absence alone

Student Safety

- Every attempt will be made to provide a safe and cool/warm environment as is possible and practical.
- Campus locations that are warm/cool, shady and/or otherwise protected will be utilized.

Instruction

- The expectation is that every attempt will be made to deliver the instructional program in the same manner and capacity as originally planned (with adjustments made for instructional activities requiring technology).
- Students will be held accountable for all work assigned.

Overall

- The expectation for all staff and students is that every effort will be made to maintain a safe, effective and productive learning environment no matter the conditions. In as much as the conditions allow, the standard course of school operations and educational objectives will be carried out

EVACUATION ROUTES:

- **Power Mart/Chevron gas station:** Leaving through the main field (football/soccer) across the field to the double gates between the block restrooms and the cargo containers at the tennis courts, down the ravine to the Power Mart parking lot. Wait for transportation if it is safe to do so. Buses will be arriving to take you to San Andreas Elementary School.
- **Gold Strike Road:** Leaving via the road the buses take to go out to Gold Strike Road. Once at Gold Strike Road, turn right and head to the field at San Andreas Elementary School field. ○ If needed, any gate or fence can be jumped to get away in an actual active shooter scenario. Your best judgment and quick response is your ally.
- **Main School Entrance:** This is not the best point of egress from the campus as law enforcement and other emergency personnel will be arriving rapidly through this direction. Remember their first task is to subdue the shooter, not to escort us to safety.

Parent Reunification Procedures

In the event of on site or off-site evacuations, it is important to have clear procedures and expectations in place to ensure students and their parents are safely reunited.

On-Site Reunification

1. Reunification will take place in the office. Office Staff will remain in the office with computers/records, current rosters and sign out sheets and phone lines.
2. Parents will be directed to wait outside the front entrance of the office. They will wait until called by office staff. Parents will state the student's name and sign them out on the sign outform.
3. Office staff will contact the student's current classroom and have that student come to the office and will be released to the parent.
3. NO STUDENT WILL BE RELEASED TO ANOTHER PARENT OR PERSON UNLESS THE LEGAL PARENT OR GUARDIAN OF THAT STUDENT HAS DIRECTLY CONTACTED THE OFFICE AND INFORMED THEM THAT THEIR STUDENT IS LEAVING WITH A SPECIFIC PARENT OR PERSON. THIS COMMUNICATION MUST HAPPEN PRIOR TO STUDENT PICKUP.
4. Students and parents will be released to the front parking lot. They are not to walk through campus during their exit.
5. No parents will be allowed to access campus during the reunification process.

Off-Site Reunification

In the event students are evacuated from SHEC:

If buses are not available, staff and law enforcement will lead and direct students down Gold Strike Rd to Calaveras High School or to San Andreas Elementary. Law enforcement will provide road and traffic

support.

1. A reunification table will be set up near the front of the campus.
2. Parents will park and approach the reunification site on foot.
3. Parents will provide the name of their student and complete the sign out sheet. The student will be retrieved and released to the parent or guardian.
4. NO STUDENT WILL BE RELEASED TO ANOTHER PARENT OR PERSON UNLESS THE LEGAL PARENT OR GUARDIAN OF THAT STUDENT HAS DIRECTLY CONTACTED THE OFFICE AND INFORMED THEM THAT THEIR STUDENT IS LEAVING WITH A SPECIFIC PARENT OR PERSON. THIS COMMUNICATION MUST HAPPEN PRIOR TO STUDENT PICKUP.

Use of School Buildings for Emergency Shelters

The Governing Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining what services they deem necessary to meet the community's needs.

School Suspension, Expulsion and Mandatory Expulsion Guidelines (Ed Code 48900, 48915 (d) and (c))

CUSD Board Policy 5144.4 outlines behavioral expectations for students on all campus and establishes the standards of behavior by CUSD students. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and the accompanying administrative regulation. Except with otherwise permitted by law, a student may be suspended or expelled only when his or her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs including but not limited to the following:

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

Board policy ensures that district staff shall enforce the rules concerning suspension and expulsion fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

The CHS/GSHS School Parent and Student Handbook specifically outlines the 48900 offenses that result in suspension.

- Assault and Battery
- Weapons
- Alcohol/Intoxicants/Controlled Substances
- Substances in lieu of Alcohol, Intoxicants/ControlledSubstances
- Robbery or Extortion
- Property Damage
- Property Theft
- Tobacco and Nicotine Products
- Obscenity
- Drug Paraphernalia
- Disruption or Defiance
- Receiving Stolen Property
- Possessing Imitation Firearm

- Sexual Harassment
- Threats or Intimidation
- Prescription Drug Soma
- Hazing
- Bullying
- Aided or Abetted to Inflict Physical Injury
- Hate Violence
- Terrorist Threats

The CHS/GSHS School Parent and Student Handbook specifically outlines the 48915 offenses that result in expulsion.

- Causing serious physical injury to another person except in self-defense.
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student.
- Unlawful possession of any controlled substance
- Robbery or Extortion
- Assault or Battery upon any school employee
- Possessing, selling, furnishing a firearm(mandatory)
- Brandishing a knife at another person (mandatory)
- Selling a controlled substance (mandatory)
- Committing sexual assault or battery (mandatory)
- Possessing an explosive (mandatory)

Procedures to Notify Teachers of Dangerous Pupils

Under CUSD AR 4158, 4258, and 4358, the superintendent or designee shall inform the teachers of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years, which could constitute grounds for suspension or expulsion under Ed Code 48900 with the exception of the possession or use of tobacco products. This information shall be based on district records maintained in the ordinary course of business or records received from a law enforcement agency.

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

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

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

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

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 828.1)
The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she

thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

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

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

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

Discrimination, Harassment, and Bullying Policies (Ed Code 200-262.4)

CHS/GSHS High School does not allow Discrimination, Harassment, and Bullying and the school has implemented many initiatives and educational programs to combat the epidemic in schools. The Governing Board recognizes in BP 5131 the harmful effects of bullying on student learning, school attendance, and desires to provide safe schools environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

The following is a list of programs initiated at CHS/GSHS School to combat bullying and harassment.

- **Breaking Down the Walls.** A comprehensive program designed to unify, empower, and engage every student to create a positive and supportive campus climate.
- **Circle of Friends.** A social inclusion program for students with disabilities of all ages that establishes an understanding and acceptance of differences on school campuses and in community life, decreasing bullying and erasing the lines between disabled and non-disabled.
- **Friday Night Live Mentoring.** Provides opportunities for young people to be in ongoing, mutually beneficial, caring relationships which strengthen a young person's resiliency to the challenges they face in life.
- **Positive Behavior Interventions and Supports (PBIS).** System of data collection, analysis and tiered intervention support to address behavior and improve school culture and academics. CHS/GSHS staff deliver instruction based on the school-wide expectations: Calaveras PRIDE: Personal Responsibility, Respect, Integrity, Diversity and Excellence. Students receive incentives for meeting the expectations.
- **Social Emotional Counselors.** In addition to academic counseling, students have the ability to work with a 1.0 FTE counselor who will provide specific strategies to combat bullying/harassment on campus.

School-Wide Dress Code (Ed Code 35183)

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

The Parent Teacher Handbook outlines the Dress Code as follows:

The student dress code is mandated to provide a safe distraction-free learning environment. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress & Grooming:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Fabric covering all private parts must not be seen through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, CTE and elective classes, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity, sexual acts, or sexually explicit/oriented images.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff. (If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations).
- Clothing may not blatantly reveal or expose undergarments.

Students in violation of the Calaveras High School/Gold Strike High School dress code will be required to change into clean loaner clothing for the remainder of the day. Students may pick up clothes at the end of the school day.

Weapons

Student (or staff member) who is aware of a weapon brought to school (or the worksite):

- Notify the Principal or teacher immediately
- Report the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone
- If a weapon is suspected to be in the classroom or work area, confidentially notify a neighboring teacher or other school staff member. The teacher or staff member in the room with the suspected weapon should not leave others alone in the room with the suspect.
- Depending on the situation, the administrator may place the school or work site on Lock Down

Following the initial report and response to the suspected weapon:

- Call police if you genuinely suspect a weapon may be on campus.
- Wait for police to arrive before initiating any search or questioning of the suspect. Follow the instructions given by the responding law enforcement officers.
- Document the response steps taken, including details on the search for the weapon •
Notify the parents or guardians if the suspect is a student

If the suspect threatens you with weapons:

- Do not try to disarm the suspect

Bombs and Other Threats

AR 3516.2 (a)

Any staff member receiving a telephone bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. Refer to the Bomb Threat Call Checklist in the Emergency Operations Plan. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Although most bomb threats are hoaxes, all threats must be treated as if they are real. Whether in person or by telephone, remain calm and permit the person to talk without interruption. Ask questions:

Where is the bomb?

When is it going to go off?

What kind is it?

What does it look like?

What will cause it to go off?

What is the intended target?

Take actual or mental notes on everything said and your observations: time; description of person; voice characteristics, background noise (if a telephone threat)

For all bomb threats:

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.
3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building. Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device. No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident. Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Medical Emergency

Stay calm and disperse the crowd, if necessary. Remain with the injured person to provide comfort and reassurance. If the student has an emergency care plan, follow it. If the student has a known allergy, notify trained EpiPen personnel to administer EpiPen. If a criminal act has caused injuries, identify and detain witnesses. Secure the scene.

If the injury is serious or life-threatening, dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the building address and room number or area of the building.
- Remain on the phone until told to hang up.
- Immediately following the call to 911, contact the site administrator and ask someone to meet emergency officials at the street.

If the injury is not serious or life threatening:

- Locate a CPR or First Aid certified person to assist.
- Administer first aid, if indicated.
- Avoid handling bodily fluids or clothing stained by them.
- If simple first aid is not enough, transport the person to the nearest medical center by calling the employee or student's emergency contact person to transport.
- Request that Human Resources (if staff member) or Administration (if student) notify the victim's emergency contact or parent of any decision to transport for medical care.

Child Abuse Reporting Procedures

(Education Code 35294.2 (a) (2); Penal Code 11166) AR 5141.4(a)

According to Board Policy 5141.4, the Governing Board is committed to supporting the safety and well being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent shall develop and implement strategies for preventing, recognizing and promptly reporting known or suspected child abuse and neglect. S/he may also provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

All district employees including contractual employees are legally required to inform school administration by the end of the regular school day when the knowledge or substantiated suspicion of child abuse was attained.

All school staff members are legally required to directly contact Child Welfare Services and provide information regarding the suspected abuse or neglect.

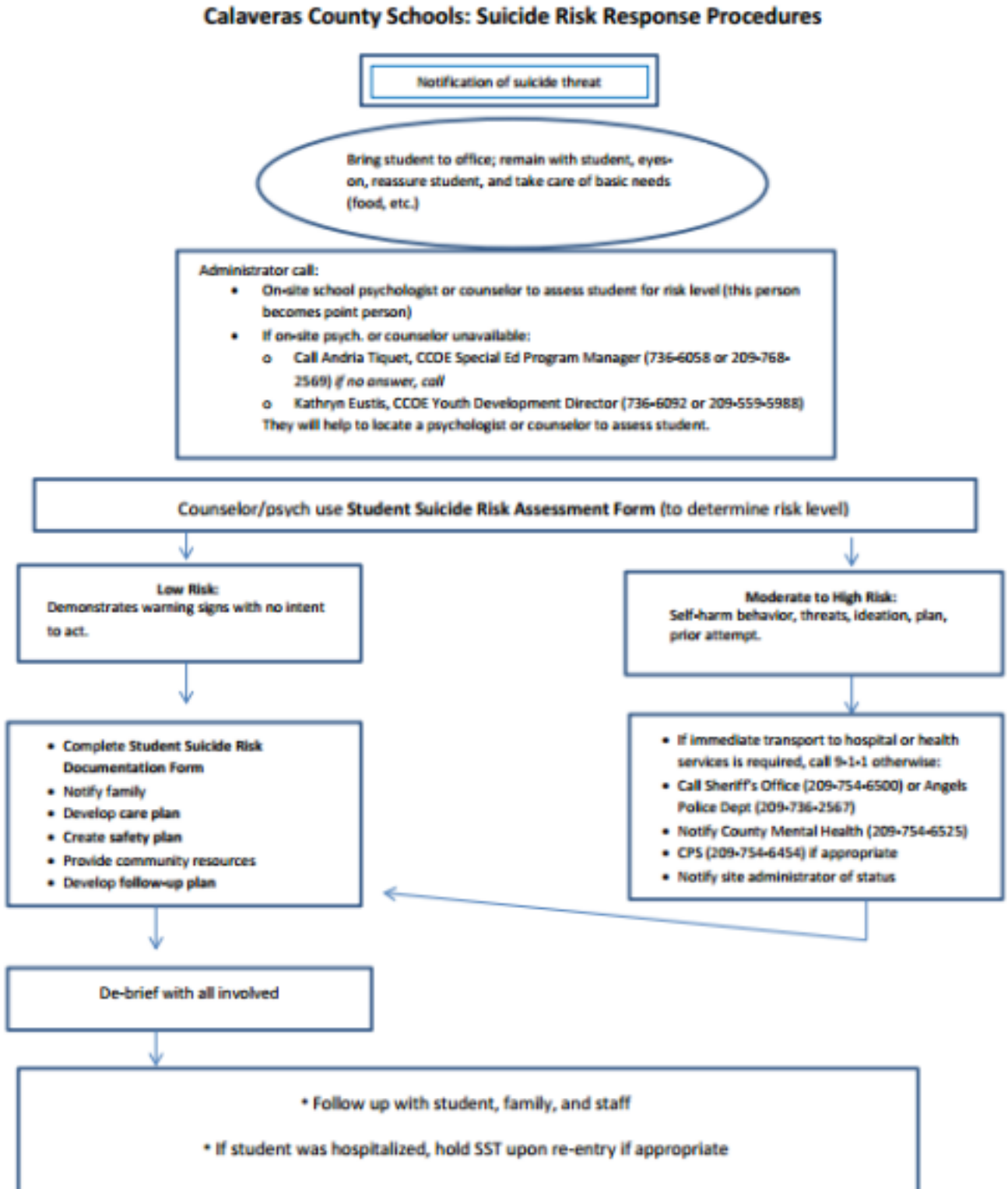
A CPS report can also be downloaded at ag.ca.gov/childabuse/pdf/ss_8572.pdf or copies are provided in the office.

- Call in the report (754-6452)
- Fax the report (754-3293)
- Make a copy for your records, and place a copy in an administrator's box
- Mail the original report within 36 hours to: 509 East St. Charles, San Andreas, CA 95249

All new district employees must participate in a New Employee orientation prior to the start of the school in which this information is presented to them and they are aware that they are a legally mandated reporter for child abuse and neglect.

Suicide Threat

<http://www.ccoe.k12.ca.us/Page/700>



Threat Assessment

<http://www.ccoe.k12.ca.us/Page/700>

Calaveras County Schools: Threat Assessment Flow Chart

Threat Reported to Adult

Step 1: Evaluate Threat

- Obtain a specific account of the threat by interviewing the student who made threat, the recipient of threat, and other witnesses
- Write down the exact content of the threat and statements made by each party
- Consider the circumstances in which the threat was made and the student's intentions

Threat is
Clearly
Transient

Step 2: Decide Whether Threat is Clearly Transient or Substantive

- Consider criteria for transient versus substantive threats
- Consider student's age, credibility, and previous discipline history

Threat is
Substantive
or Meaning
is Unclear

Step 3: Respond to Transient Threat

Typical responses may include reprimand, parental notification, or other disciplinary action. Student may be required to make amends and attend mediation or counseling.

Step 4: Decide whether the Substantive Threat is serious or very serious

A serious threat might involve a threat to assault someone (I'm gonna beat that kid up)
A very serious threat involves use of a weapon or is a threat to kill, rape, or inflict severe injury

Step 5: Respond to Serious Substantive Threat

- a. Take immediate precautions to protect potential victims
- b. Notify intended victim and victim's parents
- c. Notify student's parents
- d. Consider contacting law enforcement
- e. Refer student for counseling, dispute mediation, or other appropriate intervention
- f. Discipline student as appropriate to severity and chronicity of situation

Step 6: Conduct Safety Evaluation

- a. Take immediate precautions to protect potential victims, including notifying the victim and victim's parents
- b. Consult with law enforcement
- c. Notify student's parents
- d. Begin a mental health evaluation of the student
- e. Discipline student as appropriate

Step 7: Implement a Safety Plan

- a. Complete a written plan
- b. Maintain contact with the student
- c. Revise plan as needed

Mental Health Protocols for Traumatic Events Preparation

Response

1. External (public/media) communication will be managed by the District Superintendent. Visiting media will be escorted while on campus and provided with information on the dangers of intrusive coverage and considerations for responsible coverage. ("As You Enter Our Campus" document)

2. Internal (school) situation will be managed by the Site Administrator. The Site Administrator and School Counselor will determine whether additional outside mental health support is needed. School resources may include peer counselors and other peer support groups. There should be supervised support for these students to avoid secondary trauma. If additional support is needed:

CUSD: Site Admin will contact Educational Services Department at #2327 who will contact Educational Program Manager at CCOE.

a. The Special Education Program Manager at CCOE will activate additional counselor and psychologist support as appropriate.

b. Special Education Program Manager at CCOE will alert CCOE Youth Development Director Kristina Smith, who will assist the site admin/counselor in connecting with county and community resources.

3. As quickly as possible (within a week or two,) the school environment will be transitioned back to a neutral state to prevent additional trauma to students. Banners, signs, tributes, and memorials will be removed from school property, and may be given to students, families, or community members to install elsewhere.

4. Traumatized and grieving school community members will be supported individually by school mental health professionals and referred (with a warm hand-off) to outside community resources such as private counselors, county mental health dept, Grief Busters, Live On, faith-based organizations, and parent support groups for continuing services and support. Staff can be referred to EAP and other resources, and supported one-on-one.

Procedures for Safe Ingress and Egress to and from School

Through a collection of Board Policies, Calaveras Unified School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5142: "To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed."
- AR 3543: provides a framework for school bus transportation safety plans and procedures including student and parent education, bus evacuation exercises, limitations on school bus operation in limited visibility conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- BP5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP5131.7: prohibits the possession of weapons, imitations firearms or dangerous instruments of any kind with specific reference to times where students are on their way to and from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards.

Roles of Key Personnel

On the day of the crisis, it is essential that the adults involved maintain their professional roles. In this section, the roles of the principal, counselors, teachers, and other staff members are examined in some detail.

PRINCIPAL'S ROLE

1. Serve on the Crisis Determination Team to decide whether the Crisis Management Plan should be initiated.
2. Initiate the telephone tree for the building, thus informing staff that a crisis exists and the time and place of the before-school meeting.
3. Convene the before-school staff meeting and make certain that everyone is given necessary instructions and information including whether there will be any public announcements. *Any communication with the media is the sole responsibility of the principal, and media inquiries should be directed there.* The major responsibility the principal has as leader of your school is the welfare of the students. Although there will be exceptions, it is best to decline interviews with the students. If it seems appropriate for the student to speak to the press, parental permission must be obtained, preferably in writing. If a timelier response is necessary, parental permission may be obtained by telephone, provided all calls are documented. The decision to allow a student on camera should be very carefully considered, weighing all the consequences.
4. Assist the Grief Team with logistics as they implement the Crisis Management Plan.
5. Make initial contact with the involved family.
6. Be available and keep the school schedule running as normally as possible during the time period that Grief Team members are working with students.
7. Be directly involved in any decisions related to activities, tests, meetings, etc., which are held in the building.
8. Communicate with District Administration regarding any possible bulletins to be sent home to parents or any announcement made to students. Authorize such bulletins if approved by District Administration.

9. Convene the after-school staff meeting to discuss the day's events and make plans for the next day. Determine whether any staff members need additional support or assistance. Keep in mind that teachers may also have a need to express their own feelings.

10. Report to the central administration periodically during the day and at the end of the day. 11. Evaluate the situation daily with the Grief Team and other staff until the crisis has passed. 12. If a crisis situation occurs during the school day:

- a. Assemble involved students in a designated area
- b. Make support personnel available to students IMMEDIATELY
- c. Notify central administration
- d. Prepare and distribute school bulletin
- e. Convene Crisis Determination Team
- f. Continue with Crisis Management Plan

COUNSELOR/PSYCHOLOGIST ROLES

1. If the counselor's school is a primary site for the crisis, the counselor must:

a. Meet with the designated members of the Crisis Determination Team to help decide whether the Crisis Management Plan should be initiated

b. Make telephone calls as indicated on Telephone Tree

c. Meet with principal and other involved Crisis Determination Team members before staff

meetings d. Ensure that the Grief Team supply box and other materials are available for immediate

use e. Ensure that Grief Team room assignments are arranged

f. Ensure that the school secretary has extra copies of materials and is prepared for unusual demands upon office staff

g. Meet with other school counselors, the Crisis Determination Team, and/or the Grief Team to help expedite the Crisis Management Plan

h. Attend the staff meetings to respond to questions and offer suggestions regarding staff response to the crisis

2. There always appear to be certain students in any school who are going to respond emotionally to any crisis more quickly than the general student body. There are also other students who emerge as a steadying force during any emergency. It would be wise for the counselor to have prepared *tentative* lists of possible at-risk students. It is easier to update a list than to start from scratch during an emergency.

3. The counselor is a primary member of the Crisis Determination Team and the Grief Team. Another counselor may be able to take over some of the organizing necessary to ensure that the Crisis Management Plan runs smoothly. There will still be some attention to detail that must take place, however, either by the counselor or a designated colleague.

4. As soon as possible, the counselor should begin working with individual students or groups of students who exhibit the most urgent need. However, the counselor must not forget that the Crisis Management Plan must be put into effect or else the needs of the entire school population will not be attended to appropriately.

5. If the crisis will primarily affect another school, the counselor should report to that school if needed and as directed.

6. When working with individual students, the counselor should:

a. Form small groups when appropriate

b. Refer students to the Grief Team when appropriate

c. Be aware that there may be many students who need individual counseling and work closely with the other counselors to make certain all students receive the individual help needed

d. Take referrals from the Grief Team, other staff members, and students about friends who are emotionally at-risk

e. Use professional methods such as structured interviews to assess the degree of student distress. When appropriate, call the parent to take the student home or refer for outside counseling

f. Carefully observe any students who show signs of suicidal tendencies. Determine the seriousness and make every possible attempt to stabilize the situation. It may be necessary to contact parents or refer to mental health. It's far better to be overly cautious. Call parents of at-risk students as deemed necessary. If by the end of the day, parents of an at-risk student cannot be reached, contact Social Services to request assistance in supervising the student.

7. Attend debriefing of Crisis Determination Team and/or Grief Team to:

a. Collect crisis intake/referral forms from Grief Team

b. Examine individual cases (school counselor will monitor students identified as at-risk for as long as necessary)

c. Help evaluate the day's events

d. Help plan the next day's events

TEACHERS AND OTHER STAFF MEMBER'S ROLES

1. Attend before- and after-school staff meetings.

2. Share information with students and answer questions only as directed in a before-school staff meeting or memo (dispel rumors).

3. Any communication with the media is the sole responsibility of the principal and media inquiries should be directed there.

4. Try to normalize the situation. Most of the students will benefit from the regular schedule. However, it might be wise to postpone major tests or additional stress-producing activities. Keep uninvolved students in class – don't let students wander.

5. Lead classroom discussions with relation to loss as appropriate (handout given at meeting). 6. Recognize varying religious beliefs held by students.

7. Be as accepting and non-judgmental as possible. When a crisis occurs, we *all* hurt and feel somewhat helpless. Let the student know you understand. The staff's role is to act as an interventionist, i.e., listen, to recognize early warning signals, and to refer.

8. Refer any at-risk or overly disturbed students to the designated areas immediately. Someone from the Grief Team will provide individual or small group counseling. Be sure to fill out follow-up forms on any students of concern as well as those you refer. Turn in the forms to the administrator as soon as possible

(not at the end of the day).

9. You want to be certain that overly upset students make it to the designated area, so have someone walk there with them.
10. Stay calm yourself. Crisis situations demand a level head and patience from all of the adults involved.
11. Stay visible and available to students. Most of them will need friendly adults to reassure them that the crisis will pass.
12. Be aware that members of the Grief Team will be attending classes of the deceased student or staff member.
13. The next two weeks are critical for the students who are at-risk (it is during this period that copycat situations occur). REFER AT-RISK STUDENTS TO THE COUNSELOR'S OFFICE IMMEDIATELY.

OFFICE STAFF ROLES

1. Decide who will take parent phone calls:
 - a. Reassure that crisis is under control
 - b. Take the parent name and phone number ("Thank you for your concerns. Let me take your name and number and we will get back to you if we need to.")
 - c. Instruct parents to not come to school
 - d. Secretary will call back if need for their help arises
 - e. If calling about their own child, try to find out the status of the child and call the parent back
 - f. Keep a list of all parents that call
2. Decide who will take media phone calls:
 - a. Release no information without principal's authorization
 - b. Use only the official statement designed for the media. No other comments need to be made
 - c. Secure files
3. Establish a sign-in list and message center for support service personnel.
4. Supply "Talk to Me" name tags and Coordinated Response Team folders for support service personnel.
5. Help identify room(s) for group counseling, if needed.
6. If parents show up in the office:
 - a. Take name and number and send home
 - b. Assure them that crisis is under control
7. If a single student crisis (such as rape, suicide, homicide), pull cumulative folder and lock in a safe place.
8. Decide who will act as nurse(s), if needed.
9. Distribute "class activities" to teachers, if directed to do so.
10. Send out "Tips for Parents" for students still at-risk when directed to do so.
11. Collect student referral lists before support personnel leave. Keep confidential for

Age Appropriate Reactions and Responses

ADOLESCENTS (SIXTH GRADE AND UP)	
SYMPTOMATIC RESPONSE	FIRST AID
<ol style="list-style-type: none"> 1. Detachment, shame, and guilt (similar to an adult response) 2. Self-consciousness about their fears, sense of vulnerability, and other emotional responses; fear of being labeled abnormal 3. Post-traumatic acting out behavior, e.g., drug use, delinquent behavior, sexual acting out 4. Life threatening reenactment; self-destructive or accident-prone behavior 5. Abrupt shifts in interpersonal relationships 6. Desires and plans to take revenge 7. Radical changes in life attitudes, which influence identity formation 8. Premature entrance into adulthood (e.g., leaving school or getting married), or reluctance to leave home 	<ol style="list-style-type: none"> 1. Encourage discussion of the event, feelings about it, and realistic expectations of what could have been done 2. Help them understand the adult nature of these feelings; encourage peer understanding and support 3. Help to understand the acting out behavior as an effort to numb their responses to, or to voice their anger over, the event 4. Address the impulse toward reckless behavior in the acute aftermath 5. Discuss the expectable strain on relationships with family and peers 6. Elicit their actual plans of revenge, address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness 7. Link attitude changes to the event's impact 8. Encourage postponing radical decisions, in order to allow time to work through their responses to the event and to grieve

Emergency Phone Numbers

Other Sites: Calaveras/GSHS High School San Andreas Preschool San Andreas Elementary Calaveras Unified School District office	CHS 754-1811 Preschool 754-4975 SAE 754-2365 District office 754-2300
Sheriff	9-11 emergency 754-6500 non-emergency
California Highway Patrol	754-3541
San Andreas Fire Department	754-4693

PG&E	1-800-743-5000
Poison Control	1-800-222-1222
American Red Cross	533-1513
Calaveras County Office of Emergency Services	754-2890
Calaveras County Human Services	754-6452

Media Information

Calaveras Enterprise	Phone: 754-3861 Fax: 209.754.1805
KVGC Radio	Phone: 223-1340 FAX: 223-0026

***Yearly Checklist**

Site Admin Initials	What to do Each Year
	Each August, develop a list of those people who may be named acting Principal for your campus in the event of the Principal's absence and post it in office. (Education Code 48911)
	Also, each August, review all utility turn-off points with custodians and principal's designees. Include gas, water, electricity and boilers. Attach a campus map with these points to this document.
	Develop an emergency phone tree list and give each person a copy.
	Have first aid equipment and instructions in designated areas.
	Review emergency plans with staff; make sure each teacher has a black bag with supplies and updated rosters in their classroom.
	Keep updated student schedules and emergency contact information in the office (printed).
	In a time of crisis, the principal must be easily identifiable. Make sure an orange vest is available for wearing.

	<p>Schedule a fire drill and shelter in place drill during the first month of school. Explain lockdown procedures to staff.</p> <ul style="list-style-type: none">• Drop (Earthquake) procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)• Schedule lock-down drill each semester. Conduct a minimum of one law enforcement school lockdown drill each year (Education Code 32282)• The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)• 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)
--	--