

# West Point Elementary

## School Safety Plan



Calaveras Unified School District

## 2022-2023 Safety Plan

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## **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

West Point Elementary School is a PreK-6<sup>th</sup> grade elementary school located in Calaveras County. In the 2021-22 school year we serve approximately 115 students. Our campus is comprised of 9 classrooms, a multi-purpose room, an office, and a library that is run in partnership with the County Library system.

West Point Elementary has five regular education classrooms, and one resource room where students with special education needs are served in small groups. Our preschool is on site and serves both Headstart and CUSD preschool children. After regular school hours, some students attend an afterschool program.

The School Safety Planning Team consists of the following members:

- Katherine Hood, Principal
- Sarah Swift, General Education Teacher
- Jennifer Adams, Secretary

## Assessment of School Safety

*(Ed Code, Section 32282(a)1)*

*Staff and Parent Survey Results (due to the COVID -19 school shut down, surveys were not conducted in spring of 2020, so the most recent data is from the 2018-2019 school year. Surveys will be conducted in spring of 2023 to update our data)*

In the 2018-2019 school year a parent survey was conducted to determine the largest safety concerns. The survey indicated concerns including the open campus, bullying and debris on the playground.

The table below summarizes serious events documented involving a student (on or off campus) from July 2021/2022.

Caused/Threatened to cause physical injury	7
Used force or violence	2
Marijuana	
Damage to property	
Theft	
Tobacco	
Obscene act, profanity, vulgarity	6
Drug paraphernalia	
Bullying	1
Sexual Harassment	3
Severe Harassment	

## 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 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 continue to provide programs and strategies regarding inclusion and anti-bullying.

The following is a list of current initiatives being implemented at our school:

- Positive Behavior Supports are utilized to encourage positive behavior. At West Point Elementary these supports include:
  - Praise Notes
  - Monthly Megaskills awards
  - Pizza Lunch with the Principal
  - Principal for a day
  - School-wide Mindfulness practice
  - Second Step Social-Emotional Wellness Curriculum
  - School-wide behavior expectations

- Tier II PBIS student support
- West Point Elementary partners with the Calaveras County Department of Education and Sierra Child and Family Services to provide a Wellness Center on campus. The center provides student mental health services as well as family outreach and a bridge to county behavioral health services. In 2021/22, the WPE Wellness Center served 19 students and families.
- Second Step Social Emotional Learning Program and supplemental Anti-Bullying Program are being implemented school-wide.

## **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, CUSD adopted the Standard Response Protocol (SRP) for responding to emergencies. The 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. Staff and students are taught five specific actions that can be performed during an incident: Hold, Secure, Lockdown, Evacuate, and Shelter. A copy of the SRP is located in Appendix C.

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.

## **Identification of type and level of emergency**

**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 even 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:

- **Drop, Cover, Hold.** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter-in-Place.** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and cooling system is also shut down.
- **Lock Down.** Students and staff are kept in a designated lockdown area until a danger has passed such as an intruder being on campus.
- **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.
- **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



## Small School Crisis Response Team

<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Incident Commander</b>  Katherine Hood, Principal </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> <b>Public Information Officer</b>  Mark Campbell, Superintendent   <b>Liaison Officer, Safety Officer</b>  <b>Finance Administration</b>  District Office Personnel </div>		
<div style="border: 1px solid black; padding: 5px;"> <b>Operations</b>  <i>Jennifer Adams, Office Secretary</i> <ul style="list-style-type: none"> <li>Gather information and cross match whereabouts of all</li> <li>Report to incident commander</li> <li>Facilitate family reunification</li> <li>Set up evacuation site</li> <li>Supervise students</li> <li>Communicate with first responders</li> <li>Communicate with district office staff and transportation as needed.</li> </ul> </div>	<div style="border: 1px solid black; padding: 5px;"> <b>Logistics</b>  <i>John Riley, Head Custodian</i> <ul style="list-style-type: none"> <li>Get needed supplies, food, water, etc.</li> <li>After event, document damages.</li> </ul> </div>	<div style="border: 1px solid black; padding: 5px;"> <b>Planning/Action</b>  <i>Sarah Swift, Teacher in Charge</i> <ul style="list-style-type: none"> <li>Serve as scribe and keep incident log, witness account</li> <li>Set up evacuation site</li> <li>Supervise students</li> </ul> </div>

## **Crisis Response Team Members**

**INCIDENT COMMANDER:** *Katherine Hood, Principal*

BACK-UP: *Sarah Swift, Teacher in Charge*

ASSEMBLY LOCATION: Command Post (School Office if available)

### ***START-UP ACTIONS***

- 1) Determine if a crisis or emergency exists.
- 2) Identify the type of incident that is occurring.
- 3) Determine whether an evacuation, shelter in place or lockdown procedure needs to be implemented.
- 4) If there is imminent danger, call 911.
- 5) Determine if Crisis Response Team is needed.
- 6) Set up the command post and obtain supplies.
- 7) Implement emergency plan and activate necessary functions and crisis response team sections.
  - a) Activate Command Staff positions as needed (Public Information Officer, Liaison Officer, Safety Officer)
  - b) Establish operational objectives and provide leadership in developing goals to accomplish them.

### ***ONGOING OPERATIONAL DUTIES***

- 1) Continue to monitor and assess the situation and incident status for CUSD facilities and employees.
- 2) Check with Section Chiefs for periodic updates such as search and rescue progress and damage assessment information.
- 3) Reassign personnel and modify actions as needed.
- 4) Authorize the release of students and staff, when and if appropriate.
- 5) Authorize the release of information via the public information officer.
- 6) As needed, report to the District Office on the status of students, staff and CUSD buildings and campuses.
- 7) Remain on duty until the incident response ends or until command is transferred to another.
- 8) Ensure safety and effective response by planning and taking regular breaks.

### ***CLOSING DOWN DUTIES***

- 1) Authorize the deactivation of teams when they are no longer needed.
- 2) Ensure the return of all equipment and reusable supplies.

- 3) Ensure that any and all relevant documentation is complete.

*Recommended Supplies:* copy of emergency operations plan, facility map, staff & student rosters, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens,

paper, media contact rosters, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references.

**PUBLIC INFORMATION OFFICER:** *Mark Campbell, Superintendent*

**BACK-UP:** *Erika Cotta, Director of Personnel*

**PUBLIC INFORMATION SUPPORT TEAM MEMBERS:** *Jennifer Adams, school secretary*

**ASSEMBLY LOCATION:** Command Post (school office, if available)

#### ***START-UP ACTIONS***

- 1) Obtain your supplies and report to the command post.
- 2) Advise parents, community members, and any media that the site is responding to the emergency and that the incident commander will release information shortly, provide details on when and where the information will be available.
- 3) Determine a possible media staging area (located away from the command post, staff and students) and get approval from the incident commander.
- 4) Prepare an initial public statement on the incident status and obtain approval from the incident commander to release it to the media.
  - a) All messages must be approved by the Incident Commander.
- 5) When authorized by the incident commander, release the statement. If there are questions, be complete and truthful. Always consider confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase, "no comment."
- 6) Establish a Joint Information System to coordinate messages with other public information officers assisting in the incident response.

#### ***ONGOING OPERATIONAL DUTIES***

- 1) Continue to monitor and assess the situation and incident status by getting updates from the command post and participating in incident briefings. The incident commander must approve any additional statements about the emergency, but you may make calming, reassuring comments to the public.
- 2) Remind staff and volunteers to refer all questions from the media and public to you.
- 3) Keep a log of any media contacts you make and the information you shared.
- 4) Monitor new broadcasts about the crisis and correct any misinformation that you hear.
- 5) Remain on duty until released by the incident commander.

#### ***CLOSING DOWN DUTIES***

- 1) Return any relevant documentation, your equipment, and any reusable supplies.

*Recommended Supplies:* copy of emergency operations plan, facility map, staff & student rosters, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens, paper, media contact rosters, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references

**LIAISON OFFICER:** *Jennifer Adams, School Secretary*

**BACK-UP:** *Sarah Swift, Lead Teacher*

**ASSEMBLY LOCATION:** Command Post (school office, if available)

#### **START-UP ACTIONS**

- 1) Obtain your supplies and report to the Command Post.
- 2) Identify external agencies and other stakeholders impacted by the incident. Reach out to other agencies likely to be affected but not yet aware of the incident.
  - a) Collaborate with the Public Information Officer to be sure information released is accurate and approved by the Incident Commander.

#### **ONGOING OPERATIONAL DUTIES**

- 1) Keep a log of any agency contacts you make and the information shared or requests made.
- 2) Continue to monitor and assess the situation and incident status by getting updates from the command post and participating in incident briefings.
- 3) Brief any public agency representatives on the current situation, priorities, and the emergency action plan.
- 4) Keep the incident commander informed of any actions that these public agencies may conduct.
- 5) Provide periodic update briefings to agency representatives as necessary. Share information received from outside agencies with the appropriate incident command staff.
- 6) Serve as the primary point of contact for outside agencies who have not already become involved in directly responding to the incident. External agencies who are already incorporated into the incident response will report directly to their appropriate ICS supervisor such as the Operations Section Chief or Public Information Officer.
- 7) Remain on duty until released by the incident commander.

#### **CLOSING DOWN DUTIES**

- 1) Return your equipment, and any reusable supplies.
- 2) Return all logs and any relevant documentation.

*Recommended Supplies:* copy of emergency operations plan, facility map, staff & student rosters, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens, paper, media contact rosters, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references

**SAFETY OFFICER:** *John Riley, Head Custodian*

**BACK-UP:** *Karen Klith, Food service*

**ASSEMBLY LOCATION:** Command Post (school office, if available)

#### **START-UP ACTIONS**

- 1) Obtain your supplies and report to the command post.
- 2) Ensure that all emergency responders are issued the appropriate safety equipment.

#### **ONGOING OPERATIONAL DUTIES**

- 1) Monitor the safety situation during the emergency, being sure to stop or modify any unsafe activities.
- 2) Anticipate situation changes, such as severe aftershocks or extreme weather, so that you can plan for possible problems before they occur.
- 3) Keep the incident commander advised of any problem areas that require a solution.
- 4) Remain on duty until released by the incident commander.
- 5) Conduct any necessary investigations related to responder or staff injuries a team to assist the Safety Officer.

#### ***CLOSING DOWN DUTIES***

- 1) Return your equipment and any reusable supplies.
- 2) Turn in all logs and documentation.

*Recommended Supplies:* copy of emergency operations plan, facility map, staff & student rosters, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens, paper, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references, material safety handling information sheets

**OPERATIONS SECTION CHIEF:** *Jennifer Adams, School Secretary*

**BACK-UP:** *Sarah Swift, Lead Teacher*

**ASSEMBLY LOCATION:** Command Post (school office, if available)

#### ***START-UP ACTIONS***

- 1) Obtain your supplies and report to the command post.
- 2) Report to the incident commander and wait for authorization to begin emergency procedures.
- 3) Check that the appropriate Technical Specialists are incorporated into the response operations (Special Ed and Child/Family Services).
- 4) Develop strategies and tactics to accomplish the goals and objectives established by the Incident Commander.

#### ***ONGOING OPERATIONAL DUTIES***

- 1) Coordinate all operational actions to meet the objectives and accomplish the response goals for the incident.
- 2) Maintain manageable span of control for all response operations efforts (so supervisors are over only 3-7 personnel at all times) by forming groups, teams and units that best meet the response needs. Some additional teams and actions that may be needed include:
  - a) Search & Rescue teams to locate any additional victims
  - b) Security teams to secure facilities and assist with crowd management
  - c) Medical and morgue teams to respond to multiple victims
  - d) Student Care and Student Release teams to ensure the safety of students through lockdown, evacuation and reunification procedures
- 3) Ensure the incident area is as safe and secure as possible by shutting off the appropriate utilities and cordoning off the area to eliminate unauthorized access.

- 4) Move from team to team to get an update on each team's situation. Keep the incident commander advised of any problems areas that require a solution.
- 5) Notify the coroner of any deaths. If the coroner cannot be reached or if the coroner is unable to pick up the body soon, instruct the medical team leader to have the morgue team relocate the body to the morgue.
- 6) Schedule breaks for yourself and your operations staff as needed.
- 7) Remain on duty until released by the incident commander.

#### ***CLOSING DOWN DUTIES***

- 1) Return your equipment and any reusable supplies.
- 2) Turn in all logs and documentation to the Planning and Intelligence Section.  
*Recommended Supplies:* copy of emergency operations plan, master keys, facility map, staff & student rosters, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens, paper, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references

**PLANNING & INTELLIGENCE SECTION CHIEF:** *Jennifer Adams, School Secretary*

**BACK-UP:** *Sarah Swift, lead teacher*

**ASSEMBLY LOCATION:** Command Post (school office, if available)

#### ***START-UP ACTIONS***

- 1) Obtain your supplies and report to your assembly area.
- 2) Leader checks in with the incident commander and receives a briefing on what has occurred so far during the emergency.

#### ***ONGOING OPERATIONAL DUTIES***

- 1) Documentation
  - a) Maintain a time log of the entire incident, noting actions taken by the command team and the basic content of all verbal and radio communications with the command post.
  - b) Receives, records, and files forms turned in by other teams as they arrive.
  - c) Develop an Incident Action Plan for any incident involving multiple agencies or extending beyond one operational period (long enough to be passed off to a separate relief team).
- 2) Situation Analysis
  - a) Mark the site map and the local area map as reports are received concerning student and staff injuries, structural damage, dangers, road closures, utility outages, the location of emergency agencies, etc...
  - b) Prepare and distribute maps and other situation status reports to the incident commander when called upon and to the entire Crisis Response Team during incident briefings.
- 3) Remain on duty until released by the operations chief.

#### ***CLOSING DOWN DUTIES***

- 1) Return equipment and unused supplies.

- 2) Store documents in a safe and secure location, assemble into a final after action report.

*Recommended Supplies:* copy of emergency operations plan, local area map, facility map, staff & student rosters, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens, paper, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references, forms and templates for status reports/documentation

**LOGISTICS SECTION CHIEF:** *Sarah Swift, Lead Teacher*

**BACK-UP:** *John Riley, Head Custodian*

**ASSEMBLY LOCATION:** Command Post (school office, if available)

### **START-UP ACTIONS**

- 1) Obtain your supplies and report to your assembly area.
- 2) Chief briefs the incident commander on the status of the site's utilities and any other items related to logistics. Wait for authorization to begin emergency procedures.
- 3) Assemble the supplies and organize a meeting space to be used in case of Crisis Response Team activation.
- 4) Check that all members of the Crisis Response Team are assembled, and request alternates for any unavailable/missing team members.

### **ONGOING OPERATIONAL DUTIES**

- 1) Order and distribute supplies and equipment to the various teams as needed, being sure to maintain the security of these items throughout the emergency. Log all purchases and supply distributions to report to the Planning and Intelligence Section (where all documentation is collected).
- 2) Set up evacuation shelters and other response facilities in locations designated by the incident commander and maintain each area to maximize effectiveness.
- 3) Set up a check-in post for all response personnel, collect name, contact information and agency affiliation. Assign personnel to the appropriate position and tell them who their supervisor will be. Notify the supervisor about the new personnel assignment.
- 4) Set up a sign-out and sign-in process for all loaned equipment to be used during the event.
- 5) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Return equipment and unused supplies.
- 2) List materials and supplies that were used in the incident response. Report this information to the Planning and Intelligence Section.
- 3) Check all supplies, facilities and utilities to return as much as possible to normal working condition.

*Recommended Supplies:* copy of emergency operations plan, supply vendor list, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens, paper, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references

**FINANCE & ADMINISTRATION LEADER:** *Chief Business Official*

BACK-UP: *Erika Cotta, director of personnel*

ASSEMBLY LOCATION: Command Post

**START-UP ACTIONS**

- 1) Obtain your supplies and report to your assembly location.
- 2) Set up a work area within the command post.
- 3) Prepare logs to track the personnel time used for the emergency response.
- 4) Identify potential needs for emergency contracts, agreements and purchasing approval and establish processes to meet those needs.

**ONGOING OPERATIONAL DUTIES**

- 1) Periodically check in with the planning chief to obtain any documents relating to timekeeping and purchasing.
- 2) Maintain a record of all hours worked by personnel and other volunteers during the emergency response.
- 3) Make any purchases authorized by the incident commander.
- 4) Remain on duty until released by the incident commander.

**CLOSING DOWN DUTIES**

- 1) Turn in all logs and documentation to the Planning and Intelligence Section.
- 2) Return equipment and unused supplies.

*Recommended Supplies:* copy of emergency operations plan, supply vendor list, handheld radio, cell phone, bullhorn, laptop with internet connectivity, clipboard, pens, paper, battery-operated AM/FM portable radio, position identification vest, position-specific checklists and references



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

## **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 gathered information.
- 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:
  - Calaveras High School 754-1811
  - Gold Strike High School 754- 2123
  - Preschool: 754-2255
  - District office: 754-2300
- Request assistance from others on campus or at your work site 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.).

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.

## **Fire Drill Procedures - EVACUATE**

### **AR 3516.1 (a)**

Our school has a campus-wide fire alarm system. The main alarm control panel is located in the library. For testing or to disable the alarm call 1-800-243-9119 account # 205-1641.

The school conducts regular monthly fire drills. The primary relocation area is the lower field. In the event this field is unreachable due to fire or disaster the alternative relocation area is the front parking lot. 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 West Point Community Hall located at 22283 Highway 26.

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 emergency bag and current class roster and put on the identifiable safety vest.
3. Teacher must keep classroom unlocked during the duration of the fire alarm, but close all doors upon exit.
4. Teacher will lead and direct students out of the classroom and to identified relocation area and line up with their classes.
5. Teacher will promptly take attendance once students are lined up on the field and visibly display status cards.
  - a. GREEN CARD-all students are accounted for and everything is OK.
  - b. BLUE CARD-signals a medical or health related issue.
  - 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 alarms, 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.

## Lockdown Procedures - LOCKDOWN

A lockdown procedure will take place for the following reasons.

- Bomb threat or threat of explosive on campus
- Weapon or threat of weapon on campus
- Intruder on campus
- Extreme weather conditions
- Environmental Disaster (earthquake)
- Any other at risk reason deeming a lockdown necessary

If one of the above reasons for a lockdown is identified, Office Staff will make a school wide announcement explaining the reason for the lockdown, the area of danger, and to immediately initiate the lockdown procedure.

**“Your attention please: Lock down. Implement lock down procedures. Teachers are to 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. If outside, proceed to the nearest building and lock down.”**

If possible, office staff will provide as much information as possible. Example: “There is an intruder in the lower parking who appears to be carrying a weapon. S/He is heading in the direction on the gymnasium. S/he is wearing a black shirt and blue jeans and wears glasses. We are now in lockdown.”

In-Class Lockdown Procedure:

1. When the announcement is made, students immediately drop to the ground. They can get underneath a desk or other safe area of the classroom out of sight from doors or

windows. Teachers should not have students gathered in a single location, and should instead have students distributed around the classroom, near the doors in the event of an evacuation, if possible.

2. If teacher believes conditions are safe, S/he will quickly look outside for any students who in the hallways or other parts of campus and direct them to the classroom.
3. Teacher will remove lock blocks, lock doors, close windows and lower blinds and turn off lights so there is minimal to no visibility in the classroom.
4. Students must remain calm and quiet throughout the lockdown procedure. No cell phone use.
5. Teacher will silently take roll and make a note of any staff or students in need of medical attention.
6. Once roll has been taken, if safe to do so, all teachers will email school secretary ([jadams@calaveras.k12.ca.us](mailto:jadams@calaveras.k12.ca.us)) and provide the following information:
  - a. All students are accounted for.
  - b. Any medical needs or issues for any staff or student.
  - c. Any missing students identified by their first and last name
  - d. Any additional students identified by their first and last name
7. Office Staff will secure the office by locking doors and shutting off lights and relocate to the library (phone extension 3405).
8. Teachers will display the status cards from the emergency kits in windows (windows facing the central hallway in rooms 1-16).
  - a. GREEN CARD-all students are accounted for and everything is OK.
  - b. BLUE CARD-signals a medical or health related issue.
  - c. RED CARD-alert that a student is missing or unaccounted for.
9. Staff and students will hold in this position until an ALL CLEAR has been granted from administration or law enforcement agency who will go to your location to inform you.
10. Teachers will need to create a list of students who are physically in your room by first and last name. This is critical in the event of an evacuation due to the impact.
  - a. Separate the lists into 2 categories
    - i. Students who are on your roster and are physically present in your room.
    - ii. Students who are not in your room and are supposed to be. These may be students who were released to the restroom or an errand prior to the lockdown announcement.

#### Out of Class Lockdown Procedure:

1. If a lockdown announcement is made during an unstructured time such as lunch or break, students and staff must find the closest and safest building that is lockable. If you are on the field, use your best judgment to move away from danger areas and take cover not drawing attention yourself or others.
2. Yard Supervision will assist in notifying students by repeatedly blowing the whistle informing students to find the nearest adult and proceed to a safe location.
3. If a student is out of class without adult supervision (restroom break) and they hear that there is a lockdown, they are to go to the nearest safe building or nearest adult immediately. Students can also secure themselves in the restrooms at the ends of the classroom wings by closing the doors. Campus sweep teams will begin at the restrooms and locate any students in the restrooms and will escort them to the nearest secure location.

4. Once safety has been determined, administration and law enforcement agencies will begin to account for each student, including those who may travel between sites, and assess damages.

IF THERE IS A MEDICAL EMERGENCY AT ANY TIME DURING A LOCKDOWN  
PROCEDURE CONTACT OFFICE STAFF AND THEY WILL CALL 911.

## Shelter-in-Place Procedures - HOLD

A shelter in place procedure will take effect when administration receives information that may lead to a lockdown procedure or other emergency response. Shelter-in-place procedures may also be initiated by an outside agency in which administration will advise the district office.

In the event of a Shelter-in-Place, a designated staff person will make the following campus wide announcement: **"YOUR ATTENTION PLEASE, YOUR ATTENTION PLEASE. DUE TO (PROVIDE REASON), STUDENTS AND STAFF SHOULD IMMEDIATELY PREPARE TO SHELTER-IN-PLACE AND STAND BY FOR FURTHER INSTRUCTIONS."**

If there is time and it is safe to do so, place signs on exterior windows **"This school is sheltering in place. Do not attempt to enter any office or building."**

In Classrooms and Offices

1. Post Shelter-in-Place signs on exterior windows if it is safe to do so.
2. Shut and lock all doors and windows. Close window blinds and coverings.
3. Seal doors and vents with plastic wrap and duct tape if available and directed to do so.
4. Take roll. Notify office of any missing students.
5. Wait for an announcement or communication of ALL CLEAR before releasing anyone or opening any doors or windows.

In the MPR or other non-classroom location

1. Move students and staff into a secure location away from doors and windows.
2. Shut and lock all doors. Close window blinds and coverings.
3. Seal doors and vents with plastic wrap and duct tape if available and directed to do so.
4. Write down names of everyone in the room and collect sign in sheets. Notify office of all students who are present and missing.
5. Wait for an announcement or communication of ALL CLEAR before releasing anyone or opening doors or windows.

Outdoors

1. Move inside to the nearest building and check in with an adult.
2. Follow procedures above.

## Duck and Cover (Earthquake) - SHELTER

AR 3516.3

*This action is taken to for protection from flying or falling debris.*

The following announcement should be made over the public address system:

“Your attention please: Drop, cover and hold on. Drop, cover and hold on. Additional information and instructions will follow.”

- If indoors: instruct everyone to drop to the floor, get under desks or other sturdy furniture, and then cover their heads with their arms or hands.
- If outdoors: instruct everyone to drop to the ground, place their head between their knees and cover their head with their arms and hands.
- Move away from all windows, and stay clear of buildings if already outside.

When given the All Clear: Carefully come out from cover and check around you and others for anything that may be unstable such as ceiling panels and lights, furniture, books, wall hangings, etc.

If you are inside, implement the Duck and Cover procedure:

- Move away from windows, mirrors, tall bookcases, file cabinets or high-stacked items and out from under beams, architectural elements and suspended light fixtures.
- In laboratories, burners should be extinguished, if possible, before taking cover.
- Drop to the floor and, if possible, crawl under a sturdy table or desk.
- If not possible, stand in a corner or against a solid wall. Close eyes, clasp both hands behind neck, and cover ears and head with forearms.
- Do not move or evacuate the building unless instructed to do so by emergency personnel.

If instructed to do so or if circumstances deem it necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Assist any persons with disabilities and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured.
- Take your purse or wallet with you. Do not take time to collect all belongings or to shut down computers.
- DO NOT light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area (same roll procedure as fire drill).

Earthquake while outdoors:

- Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
- Staff shall have students perform the drop procedure.

- Staff shall have students stay in the open until the earthquake is over or until further directions are given.

## **Weapons**

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

- 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 on Lock Down

Following the initial report and response to the suspected weapon:

- Call Sheriff's Department if you genuinely suspect a weapon may be on campus.
- Wait for Sheriff's deputy 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 - EVACUATE**

AR 3516.2 (a)

Any staff member receiving a telephoned 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 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 principal 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 principal or designee.
3. The principal or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The principal 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 principal or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

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

## **Student Unrest or Civil Disturbance**

Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the school site can escalate to a point where it is a danger.

If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary.

- Keep the safety of students and staff the top priority
- Contain the unrest and seal off the area of disturbance
- The site administrator will notify police if necessary
- Alert staff of the disturbance, prepare to take action if necessary
- Possible response actions could include Secure School or Lockdown
- Teachers and managers should keep students and/or staff members in the area calm
- Do not allow students or staff to leave the classroom or work area
- Keep a list of all students and staff members who are absent from the classroom or office



- Document all incidents (such as fights, threats, etc. that may occur as a result of the unrest)

## **Medical Emergency – HOLD/SECURE**

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.

## **Hazardous Spill or Release – HOLD/SECURE**

For hazardous materials or chemical spill,

- Notify campus administrator or the administration office, who will call maintenance personnel and 911 if necessary
- Follow all instructions provided by emergency personnel.
- Stay away from the hazard source. Do not touch or step in any of the material.
- Do not eat or drink anything; it may be contaminated.
- Isolate any individuals that may have become contaminated.
- Monitor individuals for any signs of medical distress and report as soon as possible to command or emergency personnel.

Depending on the source of the hazard, it may be necessary to implement the Shelter In Place or Evacuation procedures.

## Animal Disturbance - HOLD

This procedure should be implemented when the presence of a dog, coyote, rattlesnake, cow or any other wild or agricultural animal threatens the safety of students and staff.

Upon discovery of an animal, staff members will attempt to isolate the animal from students and staff, if it is safe to do so. The site administrator will initiate appropriate response action, which may include Lockdown or Evacuation.

- If the animal is outside, students and staff will be kept inside.
- If the animal is inside, students and staff will remain outside in an area away from the animal.
- Closing doors or locking gates is suggested as a means to isolate the animal.
- If additional outside assistance is needed, call the Animal Services at (209)754-6509.
- (For emergency situations, call the administration office or site administrator to contact 911 if there is a threat of death or injury.)
- If a staff member or student is injured, the School Nurse, District Office, and the parent or emergency contact will be notified.

## 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](http://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.

## **Mental Health Protocols for Traumatic Events Preparation**

1. In order to develop a consistent language and approach in crisis situations, all mental health and other appropriate personnel will receive the two-day PREPaRE training, "Crisis Intervention and Recovery: The Roles of the School-Based Mental Health Professional."

2. Districts will research, develop and/or share appropriate mental health resources to support families and students, and make these resources available on their websites as well as links to other available resources.

### **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 District Special Education Director, who will contact Special Ed Program Manager\* at CCOE.

BHUHSD: School Counselor will contact Special Ed Program Manager\* at CCOE.

MTUESD: Site Admin will contact Special Ed Program Manager\* CCOE and notify Superintendent.

VUSD: Site Admin or District Counselor will contact Special Ed Program Manager\* at CCOE.

CCOE: Site Admin or Counselor will contact Special Ed Program Manager\* at CCOE.

\*Andria Tiquet

a. Andria Tiquet will activate additional counselor and psychologist support as appropriate.

b. Andria will alert CCOE Youth Development Director Kathryn Eustis, 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.

# 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. Parent will state student's name and sign them out on the sign out form.
3. Office staff will contact student's current classroom and have that student come to the office and will be released to parent.
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 PICK UP.
5. Students and parents will be released to the front parking lot. They are not to walk through campus during their exit.
6. No parents will be allowed to access campus during the reunification process.

## Off-Site Reunification

In the event students are evacuated from West Point Elementary:

If buses are not available, staff and law enforcement will lead and direct students to West Point Community Hall. 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 PICK UP.

## 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 Parent and Student Handbook specifically outlines the California Education Code Section 48900 offenses that result in suspension.

- Assault and Battery
- Weapons
- Alcohol/Intoxicants/Controlled Substances
- Substances in lieu of Alcohol, Intoxicants/Controlled Substances
- 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 Parent and Student Handbook specifically outlines the California Education Code Section 48915 offenses that may 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 827)

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

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

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

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

## **Discrimination, Harassment, and Bullying Policies**

### **(Ed Code 200-262.4)**

The Governing Board recognizes in BP 5131 the harmful effects of bullying on student learning and 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. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

Treating each other with respect and kindness is a pillar of our program. We hold students and staff accountable for treating every person in our school community fairly and respectfully.

## **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 Student Handbook outlines the Dress Code as follows:

***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.
- Shorts and pants must be long enough to cover bottom/private areas and not sag.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see 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. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, 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 or sexual acts.
- 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.

## **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 possessions 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 more timely 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 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, meeting, 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 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 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 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 status of child and call 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 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 principal's/counselor's use.

## Age Appropriate Reactions and Responses

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

## Emergency Phone Numbers

Other Sites: Calaveras High School San Andreas Preschool Gold Strike High School Calaveras Unified School District office	CHS 754-1811 Preschool 754-2366 GSHS 754-2123 District office 754-2300
Sheriff	911 emergency 754-6500 non-emergency
California Highway Patrol	754-3541
West Point Fire Department	293-7000
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 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 area.
	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"> <li>• 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)</li> <li>• Schedule lock-down drill each semester. Conduct a minimum of one law enforcement school lockdown drill each year (Education Code 32282)</li> <li>• The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)</li> <li>• 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)</li> </ul>

## Calaveras County Schools — Suicide Risk Response Flowchart

- Administrator- Bring student to office: remain with student, eyes-on, reassure student, and take care of basic needs. (food, etc.)
- If immediate transport to hospital is required, call 911.
- Contact an on-site mental health worker (counselor, school psychologist, ERMHS) or contact Janine Schumann 209-736-6040/Sara Goodman 209-736-6057 who will locate a mental health provider for you.

### Notification of Suicide Threat

#### (Low Risk/Transient)

Demonstrates warning signs with no intent to act (or) ideation without a plan

1. Complete [Suicide Risk School Documentation Form](#)
2. Create [Suicide Risk Safety Plan](#) and/or follow-up plan
3. Notify family
4. Provide community resources

#### (Moderate/Severe Risk)\*

Threats, ideation with a plan, self-injury, prior attempt

1. If immediate response needed, call 911
2. Contact CCBHS Crisis (209-754-6525)
3. Complete the [Suicide Risk School Documentation Form](#) & [Suicide Risk Referral to CCBHS](#)
4. Complete [Reciprocal Release for School Crisis](#) & [Federal Education Release](#) if possible
5. Contact family
6. Call Sheriff's Office (209-754-6500) or Angels Police Dept (209-736-2567) if needed.

Debrief with all parties involved, discuss follow up plan, update the site administrator. [Suicide Risk Re-entry Plan](#)

\*If student was hospitalized or incarcerated, hold SST or IEP upon re-entry and follow up with student, family and staff for re-entry plan.

**Calaveras County Schools — Threat Risk Response Flowchart**

- Administrator- Bring student to office: remain with student, eyes-on, reassure student, and take care of basic needs. (food, etc.)
- If immediate transport to hospital is required, call 911.
- Contact an on-site mental health worker (counselor, school psychologist, ERMHS) or contact Janine Schumann 209-736-6040/Sara Goodman 209-736-6057 who will locate a mental health provider for you.

**Notification of Threat to Others****(Low Risk/Transient)**

1. Complete [Incident Summary: Threat to Others](#)
2. Create [Threat to Others Safety Plan](#), and/or follow-up plan
3. Notify family
4. Provide community resources

**(Moderate/Severe Risk)\***

1. If immediate response needed, call 911
2. Complete [Incident Summary: Threat to Others](#)
3. Contact CCBHS crisis at (209-754-6525)
4. Complete [Reciprocal Release for School Crisis](#) and [Federal Education Release](#) if possible
5. Fax Incident summary to BHS (209-754-6534) or give to triage worker/LE
6. Contact family
7. Call: Sheriff's Office (209-754-6500) or Angels P.D. (209-736-2567) if needed.
8. Notify victim as appropriate
9. Complete [Threat Asses. & Response Protocol](#) for school re-entry decision

Debrief with all parties involved, discuss follow up plan, update site administrator. [Threat Asses. Re-entry Plan](#)

\*If student was hospitalized or incarcerated, hold SST or IEP to determine educational plan and use .



## 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.





# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE

**“Get Inside. Lock outside doors”**



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

## SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

## WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



## WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

**“Locks, Lights, Out of Sight”**



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

## SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

## SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

## WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

## CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

