

# Mokelumne Hill Elementary

## School Safety Plan



Tracey Terry

Calaveras Unified School District

## 2021-2022 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

Mokelumne Hill Elementary School is a PreK-6th grade elementary school located in Calaveras County. In the 22-23 school year we serve approximately 165 students. Our campus is comprised of 8 classrooms, a multi-purpose room, an office, and a library. Mokelumne Hill Elementary has seven regular education classrooms, and one special education classroom where students with special education needs are served in small groups.

The School Safety Planning Team consists of the following members:

- Tracey Terry, principal
- Lori Kovach, secretary
- Luis Gutierrez, custodian
- Kathy Risso, lead teacher

## Assessment of School Safety

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

### Staff and Parent Survey Results

The table bellows summarizes serious events documented involving a student (on or off campus) from July 2020-June 2021.

Caused/Threatened to cause physical injury	3
Used force or violence	2
Marijuana	
Damage to property	1
Theft	1
Tobacco	2
Obscene act, profanity, vulgarity	5
Drug paraphernalia	
Bullying	2
Sexual Harassment	1
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. Individual teacher implemented classroom supports as needed. At Mokelumne Hill Elementary School these supports include:

- Golden Gophers Rewards
- Accelerated reading Awards
- School-wide Mindfulness practice
- School-wide behavior expectations matrix
- Tier I and Tier II PBIS student behavior Interventions and supports

## **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, MHE adopted the Incident Command System (ICS) as the template for responding to emergencies. ICS is a key component of both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the Federal Emergency Management Agency (FEMA). Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to prevent further harm or damage to property. This plan also works together with school safety procedures.

To comply with these requirements, CUSD adopted the Standard Response Protocol for responding to emergencies. 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. 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 Standard Response Protocol is located in Appendix A

### *Regulatory Authority*

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

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

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

### *Plan Organization*

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

### *Standardized Emergency Response Management System Overview*

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

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

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

*Planning & Intelligence* : Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective

management of a response. These activities are managed by the Planning and Intelligence Section Chief who reports directly to the Incident Commander.

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

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

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

**STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY.** The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist in classifying emergency situations, a three tiered rating is provided below:

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies. Examples: temporary power outage, a minor earthquake, or a minor injury on campus.
- **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies such as a fire or moderate earthquake, toxic spill, or a suspected act of terrorism involving a potentially hazardous material. Example: unknown white powder.
- **Level 3 Emergency:** A major emergency 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.** (**Hold**) Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter-in-Place.** (**Secure**) 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.** (**Lockdown**) (**Shelter**) Students and staff are kept in a designated lockdown area until a danger has passed such as an intruder being on campus.
- **Building Evacuation.** (**Evacuate**) 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.**(Evacuate) 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

<p><b>Incident Commander</b></p> <p>Tracey Terry, Principal</p>
<p><b>Public Information Officer</b></p> <p>Mark Campbell, Superintendent</p> <p><b>Liaison Officer, Safety Officer Finance</b></p> <p>Administration District Office</p> <p>Personnel</p>

<p><b>Operations</b></p> <p>Lori Kovach, secretary</p> <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> </ul>	<p><b>Logistics</b></p> <p>Luis Gutierrez, custodian</p> <ul style="list-style-type: none"> <li>• Get needed supplies, food, water, etc.</li> <li>• Communicate with district office staff and transportation as needed</li> </ul>	<p><b>Planning/Action</b></p> <p>Kathy Risso, teacher</p> <ul style="list-style-type: none"> <li>• Serve as scribe and keep incident log, witness account</li> <li>• After event, document damages</li> </ul>
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## **Crisis Response Team Specialists**

### **Special Education:**

### **Other:**

**INCIDENT COMMANDER:** Tracey Terry

**BACK-UP:** Lisa Miller

**ASSEMBLY LOCATION:** Command Post (on site) in front office (off site) horse arena

#### *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:**

Mills, Marla

O'Leary, Martha

Risso, Kathy

Terry, Tracey

**ASSEMBLY LOCATION:** Command Post in front office

*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:** Tracey Terry, principal

**BACK-UP:** Lori Kovach, secretary

**ASSEMBLY LOCATION:** Command Post

#### *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:** Lori Kovach, secretary

**BACK-UP:** Kathy Risso, teacher leader

**ASSEMBLY LOCATION:** Command Post

#### *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:** Luis Gutierrez, custodian

**BACK-UP:** Lori Kovach, secretary, Martha O'Leary, Education Specialist

**ASSEMBLY LOCATION:** Command Post

#### *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:** Kathy Risso, teacher leader

**BACK-UP:** Luis Gutierrez, custodian

**ASSEMBLY LOCATION:** Command Post

#### *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:** Lori Kovach, secretary

BACK-UP: Kathy Risso

ASSEMBLY LOCATION: Command Post in front office.

*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 in front office.

#### *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:
  - 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

### AR 3516.1 (a)

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.

Our school has a campus-wide fire alarm system. The main alarm control panel is located in the School Office. For testing or to disable the alarm, call CUSD Maintenance 754-2331.

The school conducts regular monthly fire drills. Students and teachers will relocate to the edge of the playground blacktop. The off campus relocation site is through the tunnel to the horse arena across Hwy. 26 on Lafayette Street.

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

### Lockdown Procedures1

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
- Poor air quality associated with fire or toxic emissions
- 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.

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.
2. If teacher believes conditions are safe, S/he will quickly look outside for any students who are 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 [lkovach@calaveras.k12.ca.us](mailto:lkovach@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 receive emails and compile lists of medical needs and missing students and account for their location based on the information received from each teacher.
8. 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.
9. 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 safest building or nearest adult immediately.
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) (Secure)

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 (Lockdown)

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

- Notify the Principal or teacher immediately
- Report the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone

- If a weapon is suspected to be in the classroom or work area, confidentially notify a neighboring teacher or other school staff member. The teacher or staff member in the room with the suspected weapon should not leave others alone in the room with the suspect.
- Depending on the situation, the administrator may place the school or work site on Lock Down

Following the initial report and response to the suspected weapon:

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

If the suspect threatens you with weapons:

- Do not try to disarm the suspect

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

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

### Student Unrest or Civil Disturbance (Secure/lockdown)

Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or 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

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 (evacuate)

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/Secure)

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.

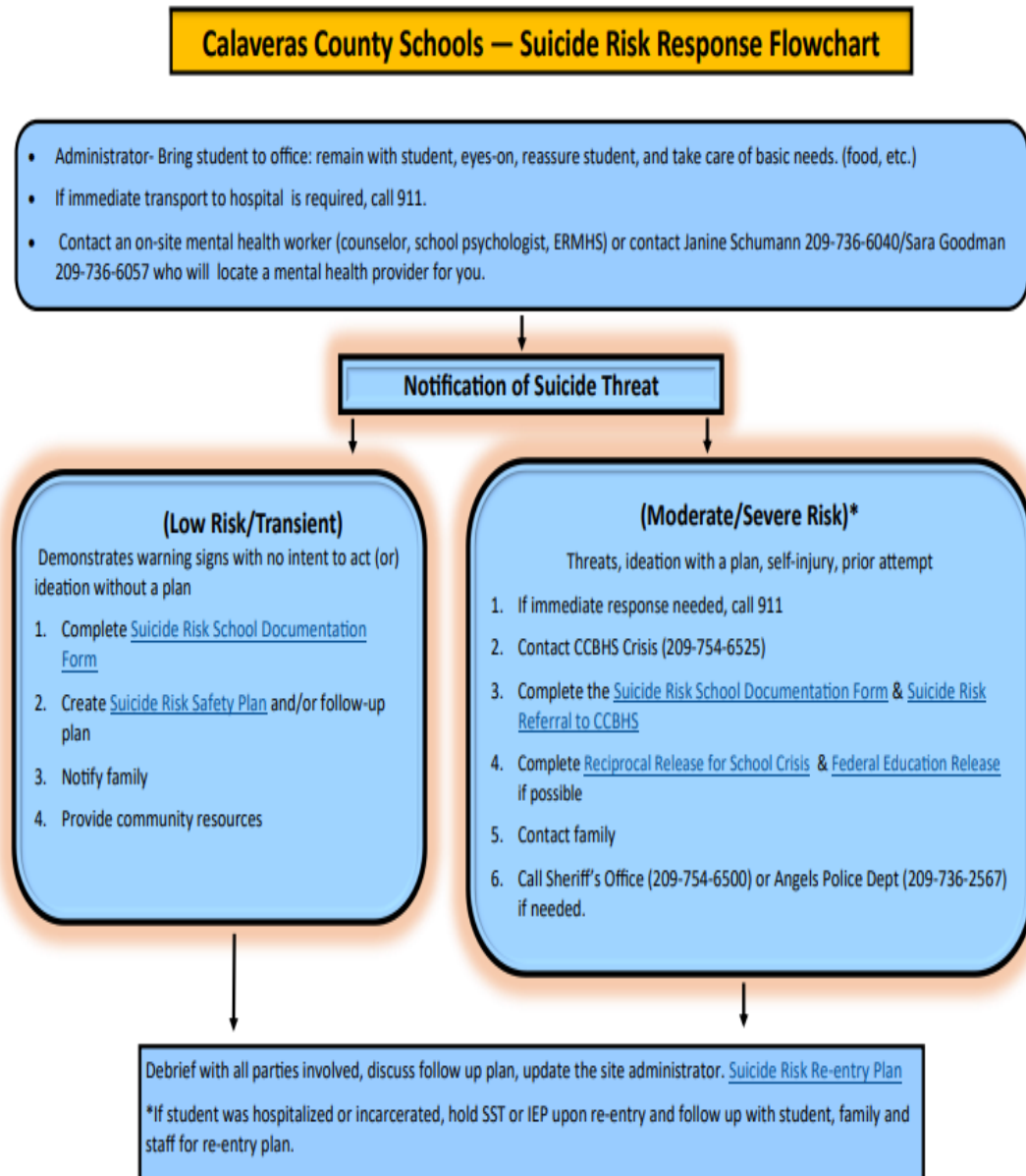
A CPS report can also be downloaded at [ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf) or copies are provided in the office.

- 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.

## Suicide Threat

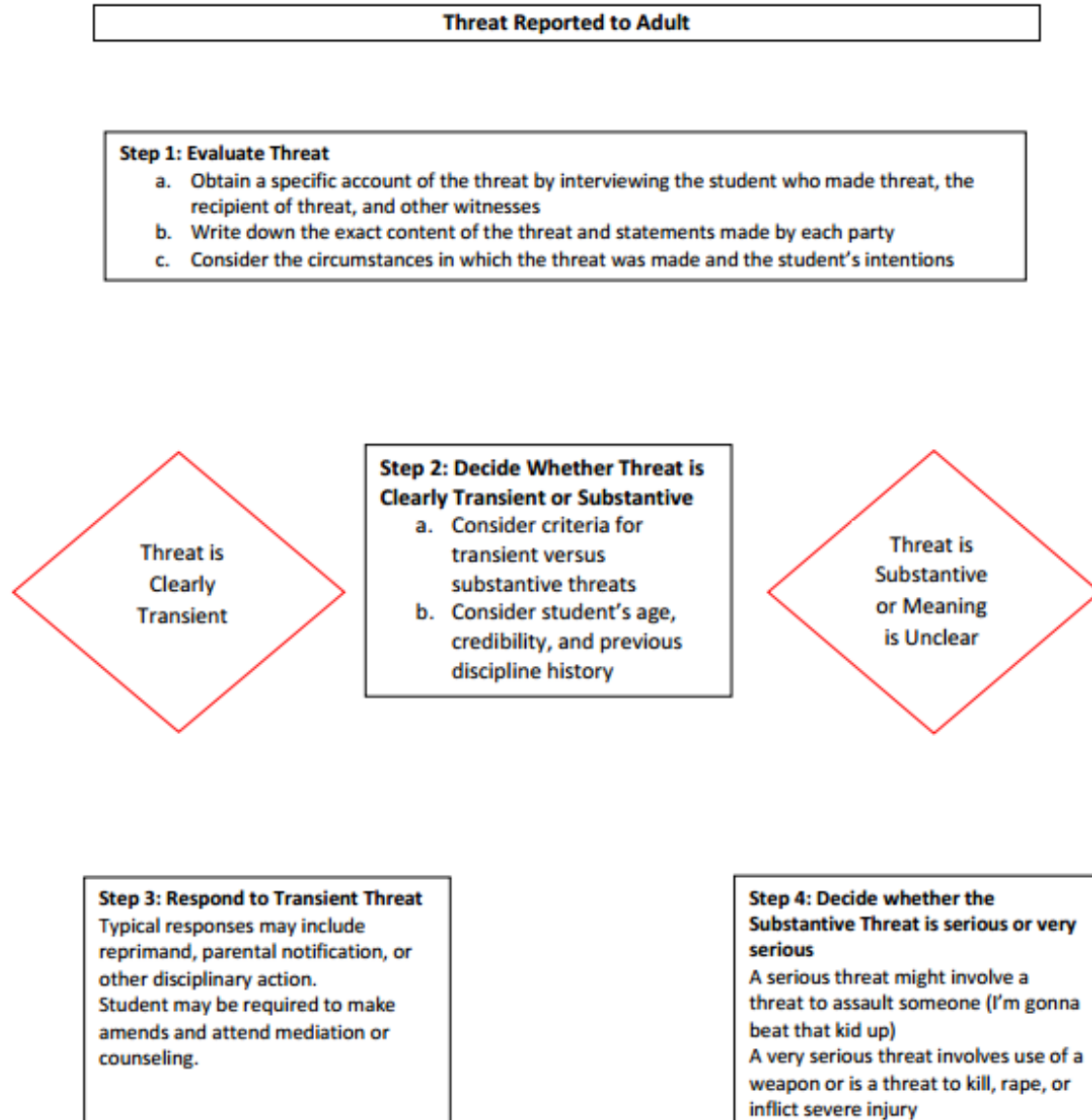
<http://www.ccoe.k12.ca.us/Page/700>



## Threat Assessment

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

### Calaveras County Schools: Threat Assessment Flow Chart



**Step 5: Respond to Serious Substantive Threat**

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

**Step 6: Conduct Safety Evaluation**

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

**Step 7: Implement a Safety Plan**

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

## Mental Health Protocols for Traumatic Events Preparation

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 Director of Educational Services (Jeff Crane), 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.

<b>Program Manager</b>	Christina Bianchi	209-736-6087
<b>Program Manager</b>	Laura Machado	209-736-6042

- a. Program Manager will activate additional counselor and psychologist support as appropriate.
- b. Program Manager 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 the school site of MHE parent reunification will occur at the horse arena on Lafayette Street:

1. A reunification table will be set up near the front of the horse arena.
2. Parents will park in the dirt parking lot to the north of the horse arena 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 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 48915 offenses that result in expulsion.

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

## **Procedures to Notify Teachers of Dangerous Pupils**

Under CUSD AR 4158, 4258, and 4358, the superintendent or designee shall inform the teachers of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Ed Code 48900 with the exception of the possession or use of tobacco products. This information shall be based on district records maintained in the ordinary conduct 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 San Andreas Elementary Calaveras Unified School District office	CHS 754-1811 Preschool 754-4975 SAE 754-2365 District office 754-2300
Sheriff	9-11 emergency 754-6500 non-emergency
California Highway Patrol	754-3541
San Andreas Fire Department	754-4693
PG&E	1-800-743-5000
Poison Control	1-800-222-1222
American Red Cross	533-1513
Calaveras County Office of Emergency Services	754-2890
Calaveras County Human Services	754-6452

### Media Information

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

### Yearly Checklist

Site Admin Initials	What to do Each Year
	Each August, develop a list of those people who may be named acting Principal for your campus in the event of 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>

## Appendix A

# IN AN EMERGENCY TAKE ACTION



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

#### **STUDENTS**

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

#### **ADULTS**

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



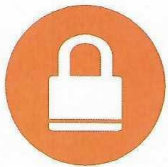
### **SECURE! Get inside. Lock outside doors.**

#### **STUDENTS**

Return to inside of building  
Do business as usual

#### **ADULTS**

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



### **LOCKDOWN! Locks, lights, out of sight.**

#### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

#### **ADULTS**

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



### **EVACUATE! (A location may be specified)**

#### **STUDENTS**

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

#### **ADULTS**

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



### **SHELTER! Hazard and safety strategy.**

#### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazmat  
Earthquake  
Tsunami

#### **Safety Strategy**

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

#### **ADULTS**

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

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