Emergency Response Plan

2023-2024

Jefferson Middle School

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July 31, 2023

Dear Parents/Guardians,

In order to provide a safe, secure and healthy environment for your child, Jefferson School updates its School Safety Plan each year. In addition to updating our written plan (which includes procedures for fire drills, earthquake drills, lockdown drills, etc.), Jefferson School's staff makes sure that each classroom is equipped with a first aid kit and a copy of emergency procedures.

The Jefferson School Crisis Response team will operate the evacuation site to ensure a safe and orderly pick-up/release of students. **When picking up a student, parents/guardians (or person on emergency card) must bring a photo I.D.** Without verification, staff will not release any student.

Jefferson School's onsite evacuation/reunification area: Cafeteria

Jefferson's secondary off site evacuation/reunification site:

Dynatect
Address: 8830 W. Linne Road, Tracy CA 95304

If the school is involved in a lock-down situation, the secondary evacuation site is the designated meeting area where parents/guardians should wait for information and the release of their student into their care. School and District personnel will be on site at the evacuation center to provide parents with information about the status and safety of their student(s). **DO NOT** go directly to the school in the event of a lock-down or evacuation. Parents/guardians can also listen to local media for the updates on the emergency situation, but your best source of up-to-date information will be at the evacuation site.

If you have further questions about Jefferson School's safety plan, please call the office at 209-835-3053.

Sincerely,
Jason Strickland
Principal

SB 187 Comprehensive School Safety Plan
Assurance Page

School Year: 2023-2024
Jefferson School

This certifies that the School Site Council/School Safety Planning Committee has developed/revised and approved the Comprehensive School Site Emergency Operations Plan.

Member	Signature
Principal or Principal's Designee: Jason Strickland	
Certificated Teacher: Lori Scott	
Certificated Teacher: Andrea Jennings	
Certificated Teacher: Jennifer Pereira	
Parent of Child Attending the School: Mili Ghosh	
Classified Employee: Catherine Sena	
Law Enforcement Agency Rep: TBD	
Other: SSC Member Brandy Jones-Hsia	
Other: SSC/Community Member Kanagasabapathi Balasubramanian	

Date Annual Revisions Completed: January 2024

Annual Emergency Plan Checklist

Activity	Responsible Person	Date Completed
School Facilities/Grounds Hazard Assessment	Jason Seymore	8/2023
Evacuation Routes Hazard	Jason Strickland	8/2023
Update School Plot Plans (Maps)	Catherine Sena	8/2023
Emergency Phone Numbers	Catherine Sena	8/2023
Survey of Special Staff Skills	Jason Strickland	12/2023
Survey of Neighborhood Resources	Jason Strickland	8/2023
Message to Parents	Jason Strickland	8/2023
Assign Disaster Functions	Jason Strickland	8/2023
Update Bus Routes to Identify Potential Hazards	Jason Seymore	10/2023
Staff Orientation to Plan	Jason Strickland	8/14/2023
Review Plan	Jason Strickland	9/2023
Examine /Update Site Crisis Response Box/Emergency Backpacks	Jason Strickland	9/2023
Review Plan with SSC	SSC	12/2023
Review Plan with Sheriff Department	Jason Strickland	3/2024
Review Crime Data	Jason Strickland	12/2023

Prepared by _Jason Strickland_____

Date Prepared_____8/15/2023_____ School Year 2023-2024

Development of the Comprehensive School Safety Plan (REQUIRED)	Insert all of those who participated in writing and developing your plan. Per Ed Code 32281, you must include the following: ● Jason Strickland ● Andrea Jennings ● Jennifer Pereira ● Lori Scott ● Brandy Jones-Hsia ● Mili Ghosh ● Vibha Satija ● Kanagasabapathi Balasubramanian In addition, the school site council shall consult with the following in the writing and development of the CSSP: ● San Joaquin Sheriff's Department ● Tracy Fire Department The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
Communicating the Plan to the Public (REQUIRED)	Sent through school newsletter (12/23); School Bulletin (12/23); school website
Agenda/Minutes from School Site Council Meeting (Required)	**School Site Council Agenda** **(MEETING MINUTES)** **October 16, 2023** **3:30 – 4:30 p.m.** **Jefferson Conference Room** PARENTS STAFF STUDENTS Vibha Satija, Jennifer Pereira, Avni Gahonia, Mani Singla, Andrea Jennings, Mounika Kalagatla, Lori Scott, Mili Ghosh, Brandy Jones-Hsia, Kanagasabapathi Balasubramanian, Jason Strickland I. Welcome – Celebrations (How was Fall Break) : people shared II. Call to Order - Establish Quorum Present: Jason Strickland - principal, Lori Scott - teacher, Andrea Jennings - teacher, Brandy Jones-Hsia - classified, Mili Ghosh - parent III. Public Comment - Presentations are limited to items not on the agenda. When you are recognized, state your name and proceed with your presentation. State law prohibits the SSC body from taking action on any item not on the agenda. No person shall speak for more than three minutes, and the total time allotted for discussion for one item shall not exceed twenty minutes. (Board Bylaw 9323)

IV. Review and Approve Minutes

a. In Binder

Reviewed

Jennings: Motion to approve

Strickland: seconded and approved (5/0)

V. Principal's Report

a. October Events at Jefferson (GATE Testing, BC Awareness, Spelling Bee, Safe Schools Summit, Site Walkthroughs, Movie Night)

Reviewed

VI. Old Business

a. None

VII. Action / Information

a. Parent Advisory Council Nomination (LCAP discussion with district, district goals, district budget, and make recommendations to the school board)

Mili Ghosh was nominated as Jefferson's PAC member

Review Site Safety Plan

We work on the plan this year for next year's plan. Plan reviewed.

b. SPSA for Next Meeting

Reviewed schedule for work on] SPSA after SSP

c. Other

DELAC meeting: meeting last week, 1 parent from Jefferson attended

Working on arranging state testing reward for students

Next meeting Nov. 13, 2023 at 3:30 on Jefferson campus

VIII. Adjournment

Jennings: Motion to adjourn

Strickland: seconded and approved (5/0)

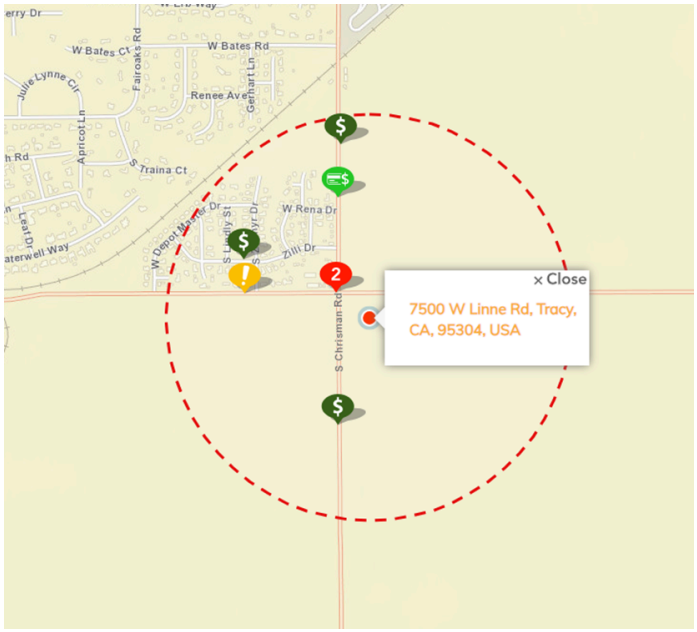
Adjourned at 3:59pm

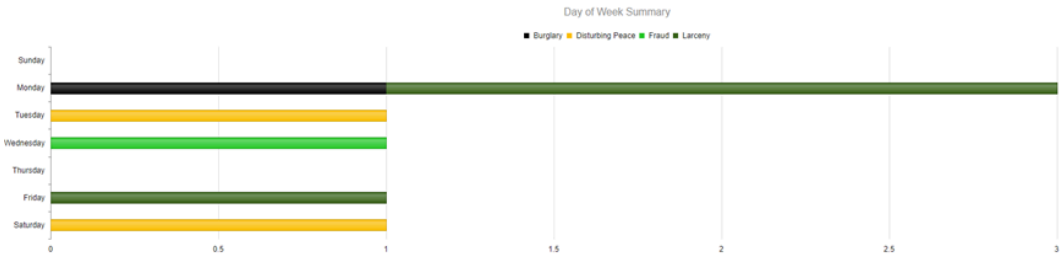
Assessment of the Current Status of School Crime and Safety (REQUIRED)

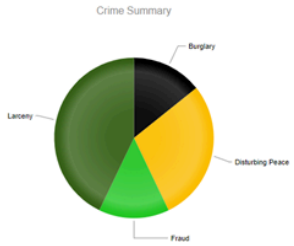
Assessment of Current Status of School Crime and Safety

Neighborhood Crime Data 2022-2023

The data below is from April 2023 through October 2023. The crime data is a two mile radius from Jefferson Middle School (7500 W. Linne Rd, Tracy, Ca 95304). Data is from Tracy Police Department, crimemapping.com/map/ca/tracy







Crime	Number of Occurrences
Burglary	1
Disturbing Peace	1
Fraud	1
Larceny	2

Jefferson Specific Discipline Data 2022-2023

Jefferson School

4/1/2024

2023-2024 **Discipline Distribution Report from 8/8/2022 to 5/25/2023** Page 1

Code # and Name		Total	Grade 5	6	7	8	Gender F	M	OGN	Hispanic/Latino? Y	Race (Not Hispanic) 100	200	300	400	600	700	999
04	*Assault (E) 48900 (a)(2)	1	-	-	-	1	-	1	0	-	-	1	-	-	-	-	-
32	Absences, Excessive	194	37	41	61	55	100	94	0	66	-	66	2	9	4	45	2
33	Academic Code Violation (Che	3	-	-	1	2	1	2	0	-	-	2	-	-	-	1	-
34	Attendance, SARB Referral	109	27	25	36	21	62	47	0	42	-	39	1	3	2	21	1
37	Behavior, Disobedience (S) 48	1	-	-	-	1	1	-	0	1	-	-	-	-	-	-	-
41	Class Rules, Violation of	8	-	4	1	3	-	8	0	-	-	4	-	2	1	1	-
48	Dress, Code Violation	22	-	2	6	14	12	10	0	8	-	2	-	-	1	11	-
52	Fighting (S) 48900 (a)	5	-	2	2	1	-	5	0	1	-	1	-	-	-	3	-
62	Horseplay	2	-	-	2	-	-	2	0	2	-	-	-	-	-	-	-
70	Obscene Act (S) 48900 (i)	1	1	-	-	-	-	1	0	-	-	-	-	-	-	1	-
76	School Rules, Violation of	21	6	3	7	5	1	20	0	2	-	5	-	2	4	8	-
80	Tardy	1	-	-	1	-	1	-	0	-	-	1	-	-	-	-	-
81	Tardy, Habitual	5	-	2	2	1	2	3	0	5	-	-	-	-	-	-	-
82	Tardy, Letter Sent	88	8	22	35	23	31	57	0	33	-	32	-	4	5	14	-
84	Threats to Others (S) 48900 (a)	1	1	-	-	-	-	1	0	-	-	-	-	-	-	1	-
93	Cell Phone, Violation School Ru	37	-	5	13	19	11	26	0	14	-	7	-	2	3	11	-
95	Personal Electronics., Violation	1	-	-	-	1	-	1	0	-	-	-	-	1	-	-	-
98	Bus Citation	2	2	-	-	-	-	2	0	-	-	2	-	-	-	-	-
B2	Bullying/Physical Intimidation 4	1	-	-	-	1	-	1	0	-	-	-	-	-	-	1	-
B5	Bullying/Other 48900 (r)	2	1	-	-	1	-	2	0	-	-	1	-	-	-	1	-
	Totals:	505	83	106	167	149	222	283	-	174	-	163	3	23	20	119	3

Jefferson School

4/1/2024

2023-2024 **Average Daily Attendance (ADA) Summary** Page 1

8/8/2022 - 5/25/2023

School	Grd	Average Daily Enrollment	Average Daily Attendance	Average Daily Absences	ADA %
Jefferson School	5	120.00	119.00	1.00	99.17%
	6	148.00	146.00	2.00	98.65%
	7	147.00	146.00	1.00	99.32%
	8	141.00	138.00	3.00	97.87%
School Totals:		556.00	549.00	7.00	98.74%

	The data indicates that chronic absenteeism is one of the biggest issues facing our school. We are working to incentivise students to attend school regularly. This has been an increasing problem since the pandemic and we are working to return to pre pandemic attendance rates. Additionally, we have a relatively low suspension rate which can be attributed to our MTSS structure that includes a strong PBIS program, which rewards positive behaviors. Additionally, we utilize Valley Community Counseling services to support our Tier III behaviors that may need additional support beyond our Tier I and Tier II system.
Risk Assessment (Risk = Threat/Hazard x Vulnerability x Consequence) (OPTIONAL)	**Risk Assessment** **Semi Trucks/Speeding on Crossroads** Due to our school location on “back country” roads and the access to major highway south of our school, we have a large amount of semi trucks that come through the major crossroad near the school grounds. Unfortunately, this can be very dangerous for our students and families. Jefferson is a non-walking school, which alleviates the student concern. We have made adjustments to our car pick up line to eliminate parents in the intersection at dismissal times which has also helped with the safety of our families. **Four Corners/Market adjacent to school grounds** We have a market and a restaurant adjacent to Jefferson. These are frequented by locals and travelers through south Tracy. It is a limited safety issue for students and families since this is a non-walking/riding school and parents must drop off in one of two parking lots. This does open the possibility of someone from these areas easily accessing the school which is why we have several safety measures in place (cameras, locked gates, etc). **Flooding near and around school/Both roads** Flooding can be an issue around the school with both south Chrisman Rd. and East Linne Rd subject to flooding with heavy rains. We have better drainage at and near the school, however, the flooding can cause travel issues to and from the school for some of our families. We work closely with the Sheriff’s Department to inform families when there are flooding issues. We also have flooding protocols in case of an emergency at Jefferson (see protocols on flooding below). **Downed power lines** Due to the high winds in the area, we are subject to having down power lines. We have been in contact with the city and AT&T to ensure that our power lines are safe and in good repair. We have protocols and procedures in place in case of an emergency with downed power lines (see protocols on Power Outages below).

	Visitor Check-In Procedures Jefferson uses the Identi-Kid system that requires all visitors, volunteers, and vendors to check-in through the office. Guests are issued badges that include their picture. The check-in process requests guests to utilize their government issued identification to check-in. **Gates During School Hours** There are several gates surrounding the Jefferson campus that remain locked during the school day. The only entrance that is open is the doors to the front office. All other gates leading in and out of the school are locked throughout the day. Gates are only unlocked for drop off and pick up. At pick-up students are separated by grade level with our 5th and 6th grades in the back of the school and our 7th and 8th grades in the front of the school. Teachers and students wait in these areas for car pick up only. No students walk home or off Jefferson campus. **Surveillance** Jefferson has a series of surveillance cameras strategically placed throughout the campus. There are two cameras near the office, two cameras pointing toward the cafeteria and outside areas, a camera on the south side of the library building and a camera on the outside of the gymnasium. These cameras can be monitored through command.verkada.com by the current administrator and district administrators.
Appropriate Programs and Strategies that Provide School Safety (WRITTEN IN ED CODE, BUT NOT NECESSARILY REQUIRED IN THIS FORMAT)	**Appropriate Programs and Strategies to Provide School Safety** ● **School Based Counseling** o We offer counseling through Valley Community Counseling. We have a therapist one day a week and counselor two days a week. Social Skills groups and individual services are offered. ● **School Psychologist** o There is a school psychologist shared with Monticello Elementary School. We have the psychologist on campus an average of two days per week. The psychologist is responsible for cognitive assessments with the Special Education department, developing and tracking counseling goals for students with IEPs. Additionally, the school psychologist is part of the threat assessment team when students are in crisis. ● **Threat Assessment Procedures and Questions for Administrators** Threat Assessment Process A threat is an expression of intent to harm someone. If a student has intentionally engaged in harassment, threats, or intimidation against school personnel or pupils that clearly disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (EC 48900.4) that student should be subject to a threat inquiry process.

Threats may be spoken, written, or gestured. Threats may be direct or indirect and need not be communicated to the intended victim or victims. Any threat expressed through electronic means, including a message, text, sound, or image by means of an electronic device (ED Code 32261g) will be treated like any other threat that impacts the school environment. Weapons possession is presumed to be a threat unless circumstances clearly indicate otherwise. When in doubt, assume it is a threat.

Continuum of Threats

Warning of impending violence
Attempts to intimidate or frighten
Thrill of causing a disruption
Attention-seeking, boasting
Fleeting expressions of anger
Jokes
Figures of speech

The Process

If the threat is transient and easily mitigated, take appropriate action

- Resolve the threat through explanation or apology
- Provide counseling and education as needed
- Administer discipline if appropriate

If the threat is substantive, take appropriate action
**NOTE: All threats involving weapons should be considered substantive. If the threat is serious substantive, take appropriate action.

- Take precautions to protect victims
- Notify intended victim and victim's parents
- Discipline student for threat
- Determine appropriate intervention for student (counseling/mediation)
- Verify that threat has been resolved and interventions are in place

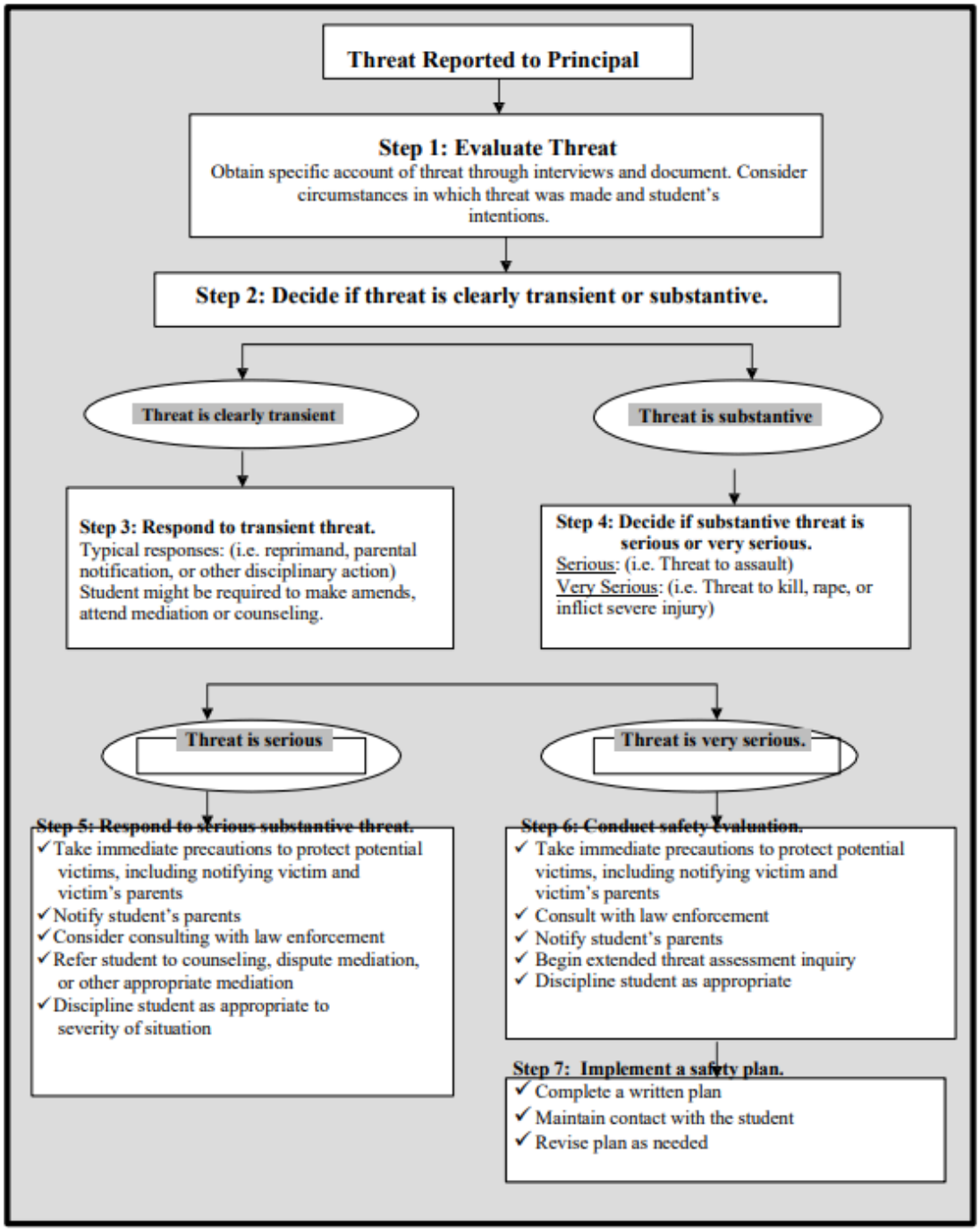
- District-level staff may involve district psychologist, law enforcement, legal counsel, human resources personnel, or special education director

Tarasoff Warning

A Tarasoff warning (Tarasoff v. Regents of the University of California, 1976) requires authorities to notify a potential victim in the event of a substantive

	threat. This is known as “The duty to protect” in which the CA Supreme Court ruled, “The protective [confidentiality] privilege ends where public peril begins.” Respond to very serious substantive threat by including district level administrators in the threat inquiry process. Tarasoff Guidelines ➢ Clearly state in all behavior code documents that, “All threats will be taken seriously. You will be informed if your student makes or receives a credible threat” ➢ Only warn if the threat is specific and substantive ➢ Immediately contact parents of all students involved ➢ Safety trumps confidentiality, but share only what is necessary Wright, Diana Browning. “Legally Sound, Effective Guidelines for Responding to Student Threats of Violence: A Team A.R.M.S. Approach.” www.dianabrowningwright.com

THREAT INQUIRY PROCESS



Typical Threat Assessment Initial Interview Questions

Do you know why I wanted to talk with you?
What happened today when you were [place of incident]?
What exactly did you say and do?
What did you mean when you said/did that?

How do you think [person threatened] feels about what you said?
What was the reason you said that?
What are you going to do now?

Witness Questions

What happened today when you were [place of incident]?
What exactly did [student who made threat] say and do?
What do you think he/she meant?
How do you feel about what he/she said?
Why did he/she say that?

After asking the student and any witness the above listed questions then you would determine if the threat is transient or substantive. When determining if the threat is substantive the critical issue is not what the student threatened to do, but whether the student intended to carry out the threat. When in doubt, treat the threat as substantive.

Transient Treats

Often are rhetorical remarks, expressions of intent to harm.
At worst express temporary feelings of anger or frustration.
Usually can be resolved on the scene or in the office.
After resolution, the threat no longer exists.
Usually ends with an apology or clarification

Substantive Threats

Express intent to physically injure someone beyond immediate situation.
There is at least some risk based on information gathered that the student will carry out the threat.
Require that you take protective action, including that you warn the intended victim and parents.
May be legal violations and require police consultation.
When in doubt, treat the threat as substantive.

Response to a transient threat

No need to take safety precautions.
See that threat is resolved through explanation, apology, making amends.
Provide counseling and education when appropriate.
Administer discipline if appropriate.

If the threat is not transient, is it a serious or very serious substantive threat?

Substantive assault threats are classified as serious. (I'm gonna beat him up")
Substantive threats to kill, rape, or inflict very serious injury are classified very serious. (I'm gonna break his arm")
Substantive threats involving a weapon are classified as very serious.

Response to serious substantive threats
Take precaution to protect potential victims.
Specifically warn victims and parents.
May consult with law enforcement.
Notify and interview the student who made the threats to parents.
Discipline student for threat.
Determine appropriate intervention for students, such as counseling or dispute mediation.
Follow up to verify that the threat has been resolved and intervention in progress.

Conduct a safety evaluation for a very serious substantive threat.
Safety evaluations conducted by the team – examines 11 areas.
Principal leads the team.
If the threat is determined to be serious substantive then the school psychologist or other mental health professional would be called in to conduct School Safety Evaluation and report to the team.
Team determines next steps after the School Safety Evaluation.

- **District Behaviorist**
  - The district behaviorist helps with students in crisis. Additionally, the district behaviorist supports students with behavioral challenges, including developing Behavior Intervention Plans, behavioral goals for IEPs and monitoring goals.
- **Training for staff, students, parents on anything related to school safety/security/school climate, etc.**
  - Parents are given a letter regarding school safety in the "Welcome Back Packet," prior to the school year starting. The letter indicates evacuation sites and basic protocols. Staff and students train monthly on fire drills. Lockdown drills are held twice yearly. There are monthly parent meetings on campus (and recorded) where safey protocols and procedures are discussed.
- **White Emergency Binders**
  - Each staff member has a White Emergency Binder. Within the binder, is this safety plan along with several other important information (evacuation routes, student demographic information, etc)
- **Ident-A-Kid**

- Ident-A-Kid is a check-in and check-out system located in the front office. The system allows us to monitor all visitors on campus at all times. Additionally, when a visitor checks in, it requires a state issued ID. The ID is then immediately run through the Megan's Law database. The school receives immediate notification if the ID is flagged. The system is also used for students arriving late and leaving early.

- **Boys and Girls Club**
  - Boys and Girls Club is an after school program. Families signed up for the program and students are allowed to stay at the school from dismissal until 6 pm. This program supports school safety and community safety by giving students a safe, supervised space until parents are able to pick students up.
- **Second Step/CATS Awards**
  - Jefferson practices PBIS and has adopted the CATS awards. This represents Citizenship, Attendance, Tenacity, and Success. Each trimester teachers select students for Citizenship and Tenacity. An attendance report and GPA report are run to determine who is honored for attendance and success. Second Step is our character education program that encourages students to make good choices and helps them to strategize ways to deal with real life situations. These classes take place every Monday in all classes.
- **Digital Citizenship**
  - Digital Citizenship is a course that all students take at the start of the year to ensure they have knowledge about how to maintain a safe online presence. Students are taught lessons by the teacher and typically do an assignment to demonstrate mastery. Teachers report when instruction on digital citizenship is completed and this allows students access to Chromebooks.
- **PBIS**
  - PBIS is a district wide program that promotes positive behavior choices. The PBIS team works to create a positive school environment through the use of CREED tickets. Students earn tickets by making good choices and can spend the tickets monthly, in our Creed Store. The PBIS team also created standardized expectations for different locations around campus.
- **Outstanding Attendance**
  - Post pandemic, attendance has seen a decline. In an attempt to increase student attendance, we have instituted Outstanding Attendance. Students that are present for 98% of the trimester are awarded at an awards assembly for parents to attend.
- **Pesticide Monitoring**

- Our head custodian has been trained in the administration of pesticides and we have a recording procedure to account for all pesticides used on campus. Each month a notice is posted to the public to indicate pesticide usage. The district contracts with the company that sprays for bugs during times when students are not present.

- **Comfortable rooms/adequate lighting**
  - Some classrooms have exterior exit doors while others in the main building have interior doors that lead to one of four hallways. All classrooms have working thermostats and adequate lighting. Through our JitBit system teachers can report instances of outages or maintenance needs. Additionally, exterior lighting is checked and changed annually to ensure safety around campus. There are exterior lights located all around the exterior of the buildings, including the cafeteria, gymnasium, and in the parking lots.
- **Closed campus**
  - Our campus is available for students to enter starting at 7:15 am, in our cafeteria. There is a staff member at that time to receive the students and monitor them until 8 am. Campus visitors must check in through the office with the Ident-A-Kid system listed above. Parents/visitors do not enter the gates with the students. All gates are locked at 8:15 am and remain locked until dismissal.
- **Emergency procedures for students with disabilities**
  - For students that are sensitive to sound, our Special Education classrooms are equipped with noise reducing headphones. Staff help students locate and apply headphones when there is a drill or when students are entering spaces that may be loud. Students are trained for the drills throughout the year and these classes are made aware of practice drills in advance.
- **Surveillance**
  - Jefferson has a series of surveillance cameras strategically placed throughout the campus. There are two cameras near the office, two cameras pointing toward the cafeteria and outside areas, a camera on the south side of the library building and a camera on the outside of the gymnasium. These cameras can be monitored through command.verkada.com by the current administrator and district administrators.
- **Anti-Bullying/Bullying Prevention Program**
  - Through our Second Step program there are several lessons that deal with empathy and kindness. These lessons are taught weekly and teachers mark them complete through the online platform. Each grade level has an average of 20 lessons that are completed over the course of the year. Classrooms use the additional weeks to focus on PBIS and inclusive practices.

	● **Emergency Drills and exercises** ○ Each month we have a scheduled fire drill or other safety drill. The drills are held at random times, including recesses and other times that would require a reverse evacuation. This allows for campus aides to be available to participate in the drills to understand the emergency procedures. Additionally, there are lockdown drills and earthquakes drills held throughout the year. Different types of drills are not held on the same day. During fire drills classroom teachers take the emergency backpack to the line up location with them and wait for the all clear sign. ● **Bullying Report/Prevention procedures** ○ Bullying and harassment can be reported by anyone, including students, staff, and parents. Following the report an investigation is done by administration. At the conclusion of the investigation, prompt appropriate action will be taken. At the start of each year, all students are giving explicit instruction on bullying and harassment with age appropriate lessons. Continually throughout the year, there is continued instruction on inclusion and anti-bullying through Second Step and PBIS.
Child Abuse Reporting Procedures (REQUIRED)	**Child Abuse Reporting** **A. Definition of Child Abuse** Child abuse means a physical injury that is inflicted upon a child (under 18 years of age) by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care. A child is anyone under 18 years of age. 1. Child Abuse a. Injury inflicted by another person. b. Sexual Abuse. c. Neglect of child's physical, health, and emotional needs. d. Unusual and willful cruelty; unjustifiable punishment. e. Unlawful corporal punishment. 2. Not Considered Child Abuse a. Mutual affray between minors b. Injury caused by reasonable and necessary force used by a peace officer: To quell a disturbance threatening physical injury to a person or

damage property
- To prevent physical injury to another person or damage to property
- For the purposes of self defense
- To obtain possession of weapons or other dangerous objects within the control of a child
- To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report.

- The telephone call must be made immediately or as soon as practicably possible, within 24 hours.
- A written report must be sent within 36 hours of the telephone call to the child protective agency.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and administrator to determine if particular provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

2. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

	Reportable Sexual Activity if the Child is 14 or 15 years and: 1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years. 2. There are lewd and lascivious acts committed by a partner more than 10 years older than the child. 3. The partner is the alleged spouse and over 21 years of age. **Reportable Sexual Activity if the Child is 16 or 17 years and:** 1. The partner is less than 14 years of age. 2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship. 3. The partner is the alleged spouse and there is evidence of an exploitative relationship. **Reportable Sexual Activity if the Child is under 18 years:** 1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age. **Mandated reports of sexual activity must be reported to either the County Child Protection Services (CPS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.** **When in doubt, all suspected sexual abuse, physical abuse, or neglect should be reported to Child Protection Services or the appropriate police jurisdiction.** D. **Failure to Report Known or Suspected Child Abuse** Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse. **2022-2023:** 3 instances of child abuse were reported .
Disaster procedures, routine and emergency plan	**Response Actions** **Responding To A Student/Staff/Visitor Reasonably Believed To be Suffering from an Opioid Overdose** If you suspect someone is experiencing a fentanyl overdose, it is crucial to seek

	emergency medical help immediately by calling 911. While waiting for professional help, here are some general guidelines that might be recommended: Assess the Situation: Ensure your safety first. Do not put yourself at risk of exposure to the substance. Check the person for responsiveness. Shake them gently and shout their name. If there is no response, call for emergency assistance immediately. Administer Naloxone (Stored in the school office): Naloxone is a medication that can reverse the effects of an opioid overdose, including fentanyl. Some people, such as friends or family members of individuals at risk of overdose, may be prescribed naloxone. Administer naloxone according to the instructions provided with the kit. It is often given as an intramuscular injection or nasal spray. Perform CPR (if necessary): If the person is not breathing or has difficulty breathing, start CPR. Chest compressions and rescue breaths can help maintain oxygen flow to vital organs until professional help arrives. Stay with the Person: Stay with the person until emergency medical personnel arrive. If the person regains consciousness, keep them calm and encourage slow, deep breaths. Provide Information to Emergency Responders: When emergency personnel arrive, provide information about the situation,

including any known substance use and the possibility of fentanyl exposure.

Remember, these are general guidelines, and it's crucial to follow the advice of medical professionals. Good Samaritan laws protect individuals seeking medical assistance for someone experiencing an overdose, so don't hesitate to call for help.

Identify School Personnel to Train in Administering Naloxone and CPR:

It's essential to receive proper training in administering naloxone and CPR. If you are in a situation where opioid overdoses are a concern, consider taking a first aid and CPR course that includes training on responding to opioid overdoses. Additionally, consult with healthcare professionals for guidance specific to your location and circumstances.

Stand by Alert

This action is used to alert the staff and students and place them on Stand By until further instructions.

Announcement

If time permits, the Incident Commander (or his/her designee) will make the following announcement on the PA system or other communication systems (i.e. phone, email, messenger, etc.).

> "ATTENTION PLEASE. STAND BY FOR ADDITIONAL INFORMATION. STAND BY FOR ADDITIONAL INFORMATION."

Description of Action

1. If inside, teachers will hold students in classrooms until further instructions.
2. If outside, teachers will assemble students into a single location.

For all situations, remain on Stand By until further instructions or an All Clear signal is given.

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver

instructions, email, etc.).

"ATTENTION, PLEASE DUCK, COVER AND HOLD. DUCK, COVER AND HOLD. AVOID GLASS AND FALLING OBJECTS. MOVE AWAY FROM WINDOWS AND OVERHEAD HAZARDS. DO NOT TOUCH ANY FALLEN ELECTRICAL WIRES. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside —

1. Drop to knees
2. Get under desk and remain facing away from windows
3. Clasp one hand behind neck and use other hand to hold onto desk/table
4. Bury face in arms
5. Make body as small as possible
6. Close eyes and cover ears with forearms.

If outside—

1. Drop to knees
2. Clasp both hands behind neck
3. Bury face in arms
4. Make body as small as possible
5. Close eyes and cover ears with forearms.
6. Avoid glass and falling objects

Evacuation of Building

This action is used after the decision is made that it is unsafe to remain in the building.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. EVACUATE THE BUILDING. EVACUATE THE BUILDING."

Description of Action

1. Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.
2. Teacher will secure the student roster when leaving the building and

take attendance once the class is assembled in their designated area.

Off-Site Evacuation

This action is used after the decision is made that it is safer to leave the campus than to remain on site.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS."

Description of Action

1. The Incident Commander will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.
2. Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
3. Teachers will direct students to EVACUATION SITE for the offsite evacuation.

The emergency evacuation site for Jefferson School is the Cafeteria for all grades.
In the case of an emergency in which the Jefferson School campus was deemed unsafe, students would be moved to these evacuation sites in a safe and timely manner.

Jefferson School's first offsite evacuation site is: Dynatec

Location: 8830 W. Linne Road, Tracy CA 95304

Reverse Evacuation

This action is used to rapidly and safely move people inside a facility when it would be dangerous to remain outside. Reverse Evacuation is appropriate when:

1. People are located outside, such as on the playgrounds, on the sports field, on the blacktop, or at an outdoor event

2. The danger necessitates a school lockdown or shelter in place, such as an active shooter, armed intruder, a threat in the surrounding community, or hazmat situation.

3. The threat or danger is a safe distance away that allows you access into a building or structure for safety.

Reverse evacuation is most commonly used before / after school, during breaks / passing periods, during lunch, or when classes are outside, such as, physical education (PE)

This action should be evaluated during a school lockdown and if appropriate, should be taken.

If it is not safe to reverse evacuate, then refer to the "If Outside" section of the ***"Lockdown"*** procedure.

Shelter in Place

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. SHELTER IN PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING. IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside:

1. Keep students in classrooms pending further instructions.
2. If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary, proceed to an alternative indoor location. A room of a building located upwind of the identified hazard is preferred and ideal.

2. Secure and lock all doors
3. Close all windows and window coverings
4. Account for all students
5. Do not allow anyone to leave the secure room until ALL CREAR messages are received.
6. Students should take their seats and lessons can continue until the SHELTER IN PLACE response is lifted.
7. Passing periods and lunch should be disregarded until SHELTER IN PLACE response is lifted.

If outside:

1. Reverse Evacuate - Attempt to get into nearest building and secure in that building (Refer to Reverse Evacuation)
   a. If entire classroom is in unassigned classroom, notify school administration of your location
   b. If student gets separated from class, get into nearest classroom and have staff member notify student's teacher of student's location.
2. If unable to get into a classroom or building, proceed to the office

School Lockdown

This action is used when a threat of violence, armed intruder, gunfire, or active threat/shooter is present, and it is necessary to prevent the perpetrator(s) from entering occupied areas that CAN BE secured.

<u>Announcement</u>
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, calling trees, etc.).

"ATTENTION PLEASE. INITIATE LOCKDOWN. REPEAT, INITIATE LOCKDOWN. STUDENTS AND STAFF, NO TALKING. WE ARE ON A LOCKDOWN. STUDENTS, IF YOU ARE INSIDE THE BUILDING, SIT DOWN WHERE YOU ARE. GET IN A HIDDEN POSITION. IF YOU ARE OUTSIDE, RUN TO THE NEAREST OPEN DOOR OR TAKE COVER. STAFF, LOCK DOORS AND SECURE ROOMS NOW. USE JUDGEMENT WHEN ALLOWING STUDENTS INSIDE YOUR SECURED AREA."

<u>Description of Action</u>

<u>IF INSIDE</u>, staff members are to:

1. Lock doors and sit/lie on the floor away from doors and windows, consider spreading out in the room, using cover and concealment. Also consider hiding behind desks, cabinets, and in closets.

2. Close any shades and/or blinds if it appears safe to do so.
3. Turn off the lights.
4. Blockade the door with heavy furniture / objects.
5. Once room is secured, do not answer or open door.
6. Do not allow anyone to leave secure room until ALL CLEAR message is received.
7. Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.
8. Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.
9. Be as quiet as possible.
10. Consider arming yourself with objects in the room to protect yourself against the shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)

IF OUTSIDE

1. Get low & look for cover and a place to conceal yourself.
    - Low crawl if necessary.
2. Look for an open room and lock yourself inside
    - Bathroom
    - Closet
3. If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.
4. Remain calm and stay quiet
5. If able, w/o giving away your position, call the police or call or text a friend to let them know where you are located.

If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, or during passing periods.

During a lockdown, ***as a class***, if you can safely ***reverse evacuate***, you should do so.

If you are unable to ***reverse evacuate (as a class)*** during a lockdown or you are unable to get into a building/room prior to it being secured, refer to the RUN / HIDE / FIGHT portion of this procedure.

RUN – If you are NOT in a secured location or your location is compromised, you should:

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

1. Have an escape route and plan in mind
2. Evacuate regardless of whether others agree to follow
3. Leave your belongings behind

4. Help others escape, if possible
5. Prevent individuals from entering an area where the active shooter may be present
6. Keep your hands visible
7. Follow the instructions of any police officers
8. Do not attempt to move wounded people
9. Call 911 when you are safe

HIDE – Once you have escaped danger or are out of danger, you should:

Find a place to hide where the active shooter is less likely to find you.

1. Your hiding place should:

    a. Be out of the active shooter's view
    b. Get low and look for a location to conceal yourself
    c. Provide protection if shots are fired in your direction (i.e., an office, bathroom, or closet with a closed and locked door)
    d. Not trap you or restrict your options for movement
    e. Consider moving to a new location

2. If you are unable to get to a concealed or secure location, run to a remote area and/or flee from danger

3. If able to do so and without giving away your position, call/text the police or someone you know to let them know where you are located

FIGHT - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

1. Act as aggressively as possible against the threat
2. Throwing items and improvising weapons (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)
3. Yelling
4. Committing to your actions

All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. email, calling tree, send messengers to deliver instructions, etc.).

BELL WILL RING:
"ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK

YOU."

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Intruder Alert All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

BELL WILL RING:
"ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK YOU."

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Parent Alert

1. Secretary will activate the emergency voice message.
2. The School Districts' technology-based parent notification and school-to-home communication system will be activated. This system will allow the Incident Command Team the ability to send communications to identified parents and faculty.

   The School District's notification system will be utilized to provide communications to parents during emergency response situations on site. Under the Incident Commander's direction, the Site Public Information Officer will be responsible for developing outgoing messages (email or phone message, whichever is appropriate for the given situation) and transmitting them to the parent community.

   In the event that the School District's notification system is not functional, the site Public Information Officer and site staff, designated by the Incident Commander to assist, will contact parents via phone and or email with information provided in the Student Emergency Form.

Student Release/ Parent Process of Pick-up

In the event of the disaster or local emergency, the District's custodial responsibility of students may be extended beyond the range of normal operating hours. The following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.
- Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

Reunification

After a mass casualty or critical incident it is important to quickly reunite survivors with their loved ones. The District's custodial responsibility of students may be extended beyond the range of normal operating hours. When it is necessary to perform an off campus evacuation, the following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- A designated off-campus location will be made by the Incident Commander (or his or her designee).
- Security and supervision will be in place prior to any students being transported to the off site location.
- Transportation services will be contacted and arranged by the Incident Commander (or his or her designee).
- If necessary, counselors should be contacted and respond to the reunification site.
- The following protocols should be followed: Protocols for notification, information release, orderly check-in, check-out, record keeping, and release of minors to adults.
- The Student Attendance / Release Team should be in place prior to students arriving.
- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort students to the pick-up area.

- Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

After a critical incident, you should remember that the incident may be criminal and investigated by law enforcement. If it is an active investigation, witnesses and victims may need to be contacted by law enforcement delaying the reunification. Witnesses and victims may need to be separated to keep the integrity of the investigation.

School Closure

In the event that an emergency incident has rendered the site inoperable and uninhabitable, the Site Incident Commander will consult with the Superintendent with an update on the status of the site and situation. After conferring and receiving instructions from the Superintendent to close the school site:

<u>During school hours with staff and students on site:</u>

- Site Incident Commander will activate the Off-Site Evacuation Response.
- Site Incident Commander or designee will Activate Parent Notification System to alert parents of new location of student assembly.
- Update District EOC or District Public Information Officer of new student assembly area.

<u>After school hours with staff and students off site:</u>

- Site Incident Commander will alert Command Team and Activate School District's Parent Notification System to school closure.

Information Provided to Police Dispatcher or 911 Operator

When reporting an emergency to law enforcement it is important to provide as much information as possible. Allow the call-taker to be in control of the conversation and ask the questions. Remember to remain calm. Officers are often responding even though you are still providing information to the call-taker. Below is some of the information that must be provided depending on the nature of the emergency.

1. Address and location of incident
2. Nature of emergency, threat (i.e. armed intruder, active threat/shooter,

suspicious package, bomb threat)

3. Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb threat
4. Number of suspects, if more than one
5. Physical description of suspects(s) (describe race, gender, height, weight, build, hair color / style / length, facial hair, clothing head to toe, and anything that stands out; such as, tattoos, hat, glasses, disguise.
6. Number and type of weapons held by the active threat/shooter
7. Number of potential victims at the location
8. Possible lookouts
9. Suspicious vehicle(s) that may belong to the suspect(s)

Emergency Procedures

Earthquake

Upon the first indication of an earthquake, teachers should direct students to Duck, Cover, and Hold. Follow the procedures listed below for all earthquake events:

1. Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander (or his/her designee) will issue the All Clear Response. Use designated routes and proceed directly to the assembly area. Teachers shall notify the Student Attendance/Release Team of missing students.
2. The Incident Commander (or his/her designee) to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
3. Warn all school personnel to avoid touching fallen electrical wires.
4. First Aid Team will check for injuries and provide appropriate first aid.
5. The Incident Commander (or his/her designee) will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
6. If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander (or his/her designee) to make an initial inspection of the school buildings, if needed.
7. The Incident Commander (or his/her designee) will contact the Office of the District Superintendent to determine if additional actions are deemed necessary.

In the event an earthquake occurs during non-school hours:

1. The Incident Commander and Identified Maintenance/ Facilities Personnel* will assess damages to determine needed corrective actions. For apparent damages, contact the District Superintendent to determine if the school should be closed.

2. If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

Fire on School Grounds

In the event of a fire on school grounds, the following procedures should be implemented:

1. Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.
2. The Incident Commander (or his/her designee) will immediately issue the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
3. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) of the fire.
4. The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
5. Search and Rescue Leader will direct the fire department to the fire and brief fire department official on the situation.
6. The Facilities Team will notify the appropriate utility company of damages.
7. The Incident Commander (or his/her designee) will notify the District Superintendent's Office and Maintenance and Operations of the fire.
8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.
9. For any fires on campus, the Incident Commander and District Superintendent will determine whether the school will resume operations and/or open the following day.

Fire in Surrounding Area

In the event of a fire in the surrounding area, the following procedures should be implemented:

1. The Incident Commander (or his/her designee) will initiate the appropriate immediate response actions, which may include: STAND BY ALERT, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATION OF BUILDING or OFF-SITE EVACUATION.
2. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) of the fire.
3. The Incident Commander (or his/her designee) will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
4. The Incident Commander (or his/her designee) will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres, or other conditions. The Incident Commander or designee will maintain open communication with the fire

department.

5. If the Incident Commander or designee issues the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
6. The Incident Commander (or his/her designee) will keep a battery-powered radio tuned to a local radio station for emergency information.
7. In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.
8. If appropriate, the Incident Commander or designee will implement the PARENT ALERT SYSTEM.
9. The Incident Commander or designee will notify the District Superintendent, Maintenance and Operations of the emergency situation.

Explosion / Bomb Threat

There are three possible scenarios involving the explosion/ bomb threat. Determine which scenario applies and implement the appropriate response procedures described below.

Scenario 1: Explosion on school property
Scenario 2: Explosion or credible bomb threat in surrounding area.
Scenario 3: Bomb threat on school property

Scenario 1: Explosion on School Property

1. Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DUCK, COVER, AND HOLD, or EVACUATE BUILDING.
2. The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
3. After the blast, the Incident Commander will initiate another Response Action, which may include: SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
4. If the explosion occurred within the school buildings, Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
5. During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED)
6. If a suspicious packaged or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.

7. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.
9. If necessary and deemed safe to do so, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel. (Incident Commander should wait for verification or all clear of additional threats of explosion from first responders)
10. The Facilities Team will notify the appropriate utility company of damages.
11. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.
12. The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.

The Incident Commander (or his/her designee) will issue other instructions as needed.

Scenario 2: Explosion or Threat of Explosion in Surrounding Area

1. The Incident Commander (or his/her designee) will order SHELTER IN PLACE.
2. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
3. Incident Commander (or his/her designee) will instruct all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
4. The Incident Commander (or his/her designee) will issue other instructions as needed.
5. All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

Scenario 3: Bomb Threat on School Property

Treat each and every bomb threat seriously. Bomb threats are most often received by telephone, email, text message, social media, handwritten notes, and writings on objects, walls, or structures.

1. The Incident Commander (or his/her designee) will initiate appropriate Response Actions, which may include DUCK, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Incident Commander issues the EVACUATION OF BUILDING action, the front office secretary (if possible) will forward the site’s main phone line to the pre-recorded emergency outgoing message. Students and staff will evacuate buildings using the evacuation routes or other safe

routes and proceed directly to the assembly area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

3. If the bomb threat is specific to an area, that information will be relayed to students and staff so that evacuation routes may be altered and secondary routes will be used. It is imperative, while evacuating, to look for suspicious packages or secondary Improvised Explosive Devices (IED's)
4. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
5. Incident Commander (or his/her designee) will instruct (if possible) all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
6. If necessary, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).
7. The Facilities Team will notify the appropriate utility company of damages.
8. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.
9. The Incident Commander (or his/her designee) will issue other instructions as needed.

Received Telephone Bomb Threats

Treat each and every bomb threat seriously.
In the event a bomb threat is received via telephone, it is imperative the receiving caller keep the suspect on the telephone line as long as possible, listen carefully, ask key questions, and complete the Bomb Threat Checklist.
Bomb threats received by phone:

1. Remain calm
2. Keep the caller on the line for as long as possible
3. DO NOT HANG UP, even if the caller does
4. Listen carefully
5. Be polite and show interest
6. Try to keep the caller talking to learn more information
7. If possible, write a note to a colleague to call the authorities
8. If your phone has a display, copy the number and/or letters on the window display
9. Complete the Bomb Threat Checklist immediately
10. Write down as much detail as you can remember
11. Try to get exact words
12. Immediately upon termination of the call, do not hang up, but from a different phone, contact Law Enforcement immediately with information and await instructions.

Ask the following key questions:

1. How many bombs are there?

2. Where is the bomb(s) located? (Building, Floor, Room, etc.)
3. When will it go off?
4. What does it look like?
5. What kind of bomb is it?
6. What will make it explode?
7. Did you place the bomb(s)? (Yes / No)
8. Why?
9. What is your name?

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- **Follow your local guidelines**
- **Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)**
- **911**

BOMB THREAT CHECKLIST

Date: _____ **Time:** _____

Time Caller Hung Up: _____ **Phone Number Where Call Received:** _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

_____
_____
_____
_____

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ❑ Accent
- ❑ Angry
- ❑ Calm
- ❑ Clearing throat
- ❑ Coughing
- ❑ Cracking voice
- ❑ Crying
- ❑ Deep
- ❑ Deep breathing
- ❑ Disguised
- ❑ Distinct
- ❑ Excited
- ❑ **Female**
- ❑ Laughter
- ❑ Lisp
- ❑ Loud
- ❑ **Male**
- ❑ Nasal
- ❑ Normal
- ❑ Ragged
- ❑ Rapid
- ❑ Raspy
- ❑ Slow
- ❑ Slurred
- ❑ Soft
- ❑ Stutter

Background Sounds:

- ❑ Animal Noises
- ❑ House Noises
- ❑ Kitchen Noises
- ❑ Street Noises
- ❑ Booth
- ❑ PA system
- ❑ Conversation
- ❑ Music
- ❑ Motor
- ❑ Clear
- ❑ Static
- ❑ Office machinery
- ❑ Factory machinery
- ❑ Local
- ❑ Long distance

Threat Language:

- ❑ Incoherent
- ❑ Message read
- ❑ Taped
- ❑ Irrational
- ❑ Profane
- ❑ Well-spoken

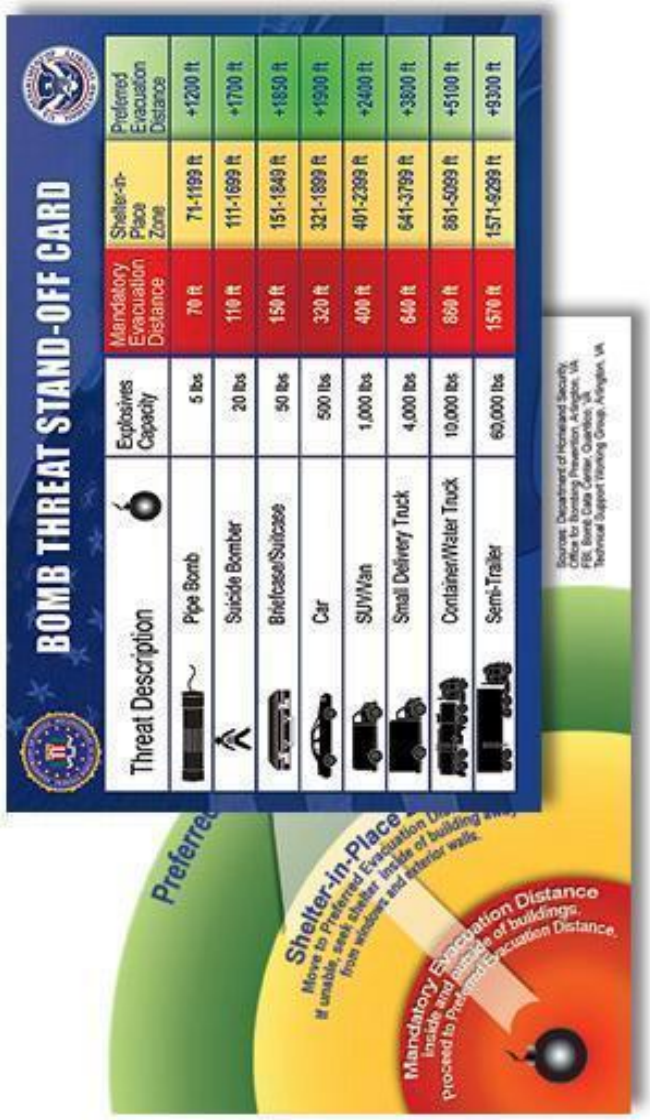
_____
_____
_____

Other Information:

_____
_____

Homeland Security

	Suspicious Object / Package / Device Suspicious packages on school grounds are objects, packages, and/or devices, where the identity of the owner are not known coupled with suspicion that the object, package, or device may pose a threat to the school. Police should be immediately notified and are responsible for investigation of the suspicious object, package, or device. If needed, police will notify the Explosive Ordnance Disposal for further investigation or detonation of the object. When a suspicious object is located these principals should be immediately applied: 1. Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. Evacuate all classes within effected area away from suspicious object. 2. Contain – If possible, set up a perimeter around the suspicious object a safe distance away. Attempt to keep students and staff from entering the affected area. 3. Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area. **<u>DO NOT</u>** 1. Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb 2. Touch or move suspicious packages 3. Activate the fire alarm Refer to the chart below from Homeland Security for bomb threat stand-off distances.



Intruder on School Grounds

An intruder on school grounds is defined as an unknown, unauthorized, and/or unwanted subject on school grounds that MAY or MAY NOT pose a threat to the school. The person no justification for being on the school campus. Intruders are committing the crime of Criminal Trespass.

If the person does not appear to be a threat and you feel comfortable approaching the person(s), you should consider the following:

1. Take another staff member with you prior to contacting the intruder
2. Advise someone in the office that you are going to contact the intruder
3. Have a form of communications, such as a 2-way radio so you can provide updates
4. Have the intruder kept under constant covert surveillance
5. Approach and greet the intruder in a polite and non-threatening manner.

6. Identify yourself as a school official.
7. Ask the intruder for identification.
8. Ask the intruder for their purpose for being on the school campus
9. If they have justification for being on campus direct them to the office for assistance

If the intruder does not have a justification to be on the campus, you should consider the following:

1. If the intruder is not armed or threatening, advise the intruder of the trespass laws.
2. Immediately ask the intruder to leave and instruct them to the nearest exit point.
3. Escort the intruder off school grounds
4. Notify the office / School Administration so that they can assess and monitor the situation.
5. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
6. If the intruder gives no indication of voluntarily leaving the premises, notify Police and School Administration.

If the intruder is armed or threatening, you should do the following:

1. Retreat to a position of safety
2. Immediately notify the office / School Administration
3. Initiate a School Lockdown
4. Call 9-1-1 or have another person call for you

Threat of Violence / Weapons on Premises

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If the threat or perpetrator is in your immediate area and you are not able to LOCKDOWN or initiate a LOCKDOWN, you should immediately Isolate and Evacuate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include LOCKDOWN, REVERSE LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. Staff should attempt to isolate the perpetrator from students, if it is safe to

do so.

3. The Incident Commander (or his/her designee) will call “911” and the Police Department or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. If the perpetrator is a student, DO NOT notify the family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Police Department will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Active Shooter
Active Shooter

Announcement:
"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation.
Implement LOCKDOWN procedures immediately. This is not a drill."
-REPEAT-

Active shooting situations can happen anywhere and without warning. They are unpredictable and evolve quickly. Active shooters generally begin shooting at a number of people without warning. The motives for their behavior can range from rage or vengeance to mental dysfunction. The random nature of active shootings means that threats cannot be predicted, only responded to. This leaves government, public and private institutions vulnerable to serious or violent crime.

To stop the shooting and mitigate harm requires the immediate action and rapid deployment of law enforcement to contain the situation. However, active shooter situations are often over within 10 to 15 minutes before law enforcement arrives on the scene. How you respond to an active shooter will be dictated by the specific circumstances of the encounter. If an active shooter situation occurs at a school, staff members should try to remain calm and use the following procedures to help the site administrator plan a strategy for survival.

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff in a secure area away from the active shooter or EVACUATION procedures

to remove students and staff from danger. Safety and survival must always be the foremost considerations.

When Law Enforcement Arrives:
The role of law enforcement is to stop the active shooter as soon as possible. Officers proceed directly to the area in which the last shots were heard. Officers usually arrive in teams of four, wearing either regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns, or handguns. They may use pepper spray or tear gas to control the situation. And they may shout commands and may push individuals to the ground for their safety.

The first officers to arrive to the scene will not stop to help injured people. Their task is to proceed immediately to the shooter/threat and then help you. You may need to explain this to others in order to calm them.

Until the area is secured, you may have to treat the injured as best you can. Remember basic First Aid: for bleeding, apply pressure and elevate. Items that can be used for this purpose include clothing, paper towels, feminine hygiene products, newspapers, etc.

Expect rescue teams comprising additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured person. They may also call upon able- bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned.

Do not leave the safe location or assembly point until law enforcement authorities have instructed you to do so.

Training for an Active Shooter Situation
To best prepare individuals for an active shooter situation, refer to elements of this Emergency Plan and conduct training exercises. Together, the Emergency Plan and training exercises will help develop an effective response and minimize loss of life. Key training elements for an Active Shooter situation include this Active Shooter Section, the LOCKDOWN and EVACUATION sections, evacuation maps and route assignments, bomb threat, death of student or staff, fire on site, hostage situation, kidnapping, missing student, suspicious package, and toxic agent.
Preparing for an Active Shooter Situation
In addition to training, there are preventive strategies schools can apply to help prepare for and respond better to an active shooter situation.
Ensure that your facility has at least two evacuation routes.
When posting evacuation routes, do not list the names of the office holders.

	Listing names (e.g., Mrs. Robbins) can give intelligence to someone planning an active shooter incident or hostage-taking event. Instead, use general titles, such as 3rd Grade. Include local law enforcement and first responders during training exercises. **PROCEDURE** SITE ADMINISTRATOR CUSTODIAL STAFF OFFICE STAFF CAMPUS SUPERVISOR / YARD DUTY Assume Incident Commander role. Assess the situation. Is the shooter in the school? Has the shooter been identified? Has the weapon been found and/or secured? Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation. Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate. Initiate LOCKDOWN, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room. Your hiding place should: Be out of the active shooter's view. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door). Be vigilant of shooter(s); report this activity to Principal's office. Call 911. Be ready to provide location, status of campus, and all available details of the situation. Notify Superintendent's office. Follow Lockdown or Evacuation procedures as directed by the Site Administrator. Follow personal safety procedures listed in Site Administrator column as steps 2 through 7. If shooter(s) is/are observed, report to Principal's office. SITE ADMINISTRATOR CUSTODIAL STAFF OFFICE STAFF CAMPUS SUPERVISOR / YARD DUTY iii. Not trap you or restrict your options for movement. To prevent an active shooter from entering your hiding place: Lock the door. Blockade the door with heavy furniture (keeping in mind that doors open outward

	and the gain of blockade efforts is that it will serve as an impediment to access). If the active shooter is nearby: Lock the door. Silence your cell phone or pager. Turn off any source of noise (e.g., radios, televisions). Hide behind large items (e.g., cabinets, desks). Remain quiet. If evacuation and hiding out are not possible: Remain calm. Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen. If there is an accessible escape path, consider initiating EVACUATION, and attempt to evacuate the premises. Have an escape route and plan in mind. Evacuate regardless of whether others agree to follow. Leave your belongings behind. Help others escape if possible. Prevent individuals from entering areas where the active shooter may be. Follow the instructions of any police officer. Keep your hands visible. Do not attempt to move wounded people. Call 911 once you are safe. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by: Acting as aggressively as possible against him/her. Throwing items and improvising weapons. Yelling. Once the situation is neutralized, initiate automated emergency phone message regarding status of emergency including evacuation information. SITE ADMINISTRATOR CUSTODIAL STAFF OFFICE STAFF CAMPUS SUPERVISOR/ YARD DUTY Make public address announcement. Instruct teachers and staff to immediately LOCKDOWN and EVACUATE, as determined in steps 2 through 7. Contact school resource office or other security personnel and provide available information. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by: Acting as aggressively as possible against him/her. Throwing items and improvising weapons. Yelling. When able, alert Superintendent's office.

	Access the “Site Office/First Responder’s Emergency Bag,” in order to provide fire officials and/or law enforcement with maps and keys. Provide whatever assistance law enforcement requires entering the school. Be prepared to provide building names, the number, location, and the physical description of the active shooter or shooters (e.g., weight height, race, gender, clothing color and style, etc.), the number and type of weapons held by the shooter(s) (e.g., handgun, rifle, shotgun, explosives), and the number of potential victims at the site. According to site communication plan, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation. SITE ADMINISTRATOR CUSTODIAL STAFF OFFICE STAFF CAMPUS SUPERVISOR/ YARD DUTY Once situation has been neutralized, initiate EVACUATION or ALL CLEAR procedures as directed by law enforcement. Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including EVACUATION information if applicable. Once situation is neutralized, ensure injured students and staff members receive medical attention. According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon. Keep crime scene secure. Meet law enforcement at Incident Command Post. If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Request victim identification and transport information. Complete tracking for School Site Incident Commander. Only Coroner, Police Chaplain, or other public official should deliver official notification of deceased persons. Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath. Arrange for immediate crisis counseling for students and staff. SITE ADMINISTRATOR CUSTODIAL STAFF OFFICE STAFF CAMPUS SUPERVISOR/ YARD DUTY

	Debrief with all school staff, even if they were not present on campus during the incident. Provide informational updates to staff, students, and their families during the following few days. Should a student or staff member perish in an active shooter situation: Do not do anything without first consulting with law enforcement officers. If and when directed by law enforcement officers, refer to the section of this plan entitled Death of Student or Staff for guidance. TEACHER/STUDENT If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security. If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately. Follow procedures for LOCKDOWN or EVACUATION as directed by Site Administrator/Incident Commander. Quickly determine the most reasonable way to protect your own life. Remember that students and site visitors are likely to follow the lead of teachers and administrators during an active shooter situation. If there is an accessible escape path, initiate EVACUATION, and attempt to evacuate the premises. Have an escape route and plan in mind. Evacuate regardless of whether others agree to follow. Leave your belongings behind. Help others escape of possible. Prevent individuals from entering areas where the active shooter may be. Follow the instructions of any police officer. Keep your hands visible. Do not attempt to move wounded people. Call 911 once you are safe. If EVACUATION is impossible, initiate LOCKDOWN, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room. Your hiding place should: Be out of the active shooter's view. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door). Not trap you or restrict your options for movement. To prevent an active shooter from entering your hiding place: Lock the door. Blockade the door with heavy furniture (keeping in mind that doors open outward and the gain of blockade efforts is that it will serve as an impediment to access). If the active shooter is nearby: Lock the door.

	Silence your cell phone or pager. Turn off any source of noise (e.g., radios, televisions). Hide behind large items (e.g., cabinets, desks). Remain quiet. If evacuation and hiding out are not possible: Remain calm. Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the Dispatcher to listen. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by: Acting as aggressively as possible against him/her. Throwing items and improvising weapons. Yelling. AFTER CRISIS HAS BEEN NEUTRALIZED TEACHER/STUDENT Follow procedures for EVACUATION as directed by law enforcement and/or Site Administrator. Remain calm and follow the law enforcement officer's instructions. Put down any item in your hands (e.g., bag, jacket). Immediately raise your hands and spread your fingers to allow the officers to see that your hands are empty and that you are not a threat. Keep your hands visible at all times. Avoid making quick movements toward officers, such as attempting to hold on to them for safety. Avoid pointing, screaming, or yelling. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises. The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults. If necessary, the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries. Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor. All staff will participate in staff debriefings. **Hostage Situation** Staff and students should sit quietly if they are in this situation. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by

doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin fleeing from danger.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

If the intruder speaks to you or to your students, answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the intruder as being directed at him or her.

Students should be taught to respond by themselves when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, flee from danger and STAY CALM.

If and when possible, call 9-1-1 and then School Administration.

Unrest (Riot)

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved and/or other significant threats are anticipated, do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

<u>Onsite</u>

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION
2. Staff should attempt to isolate perpetrator from students, if it is safe to do so.
3. The Incident Commander (or his/her designee) will call "911" and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner.

Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

5. If the perpetrator is a student, DO NOT notify the family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Security Team will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Off-Site

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING
2. The Incident Commander (or his/her designee) will call “911” and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
3. If approached by perpetrator (s) and immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate.
4. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
6. Refer media inquiries to the designated Public Information Officer.
7. The Security Team will control all points of entry.
8. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Power Outage / Black Out

In the event of loss of utilities at the school site, the following procedures should be implemented:

1. Upon notice of loss of utilities the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.
2. The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.

3. If the Incident Commander (or his/her designee) issues the EVACUATE BUILDING command evacuate using prescribed routes or other safe routes and proceed directly to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student Attendance/ Release Team of missing students.
4. The Incident Commander (or his/her designee) will notify District Superintendent of the loss of utility service.
5. The Facilities Team will implement the following plans in the event normal utilities are disrupted.

Flooding

In the event of flooding at the school site, the following procedures should be implemented:

Upon notice of flooding issues the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.

- Ensure that the school can receive notification of local weather conditions and alerts, including flood watches and flood warnings.
- Protect and keep students, educators, staff, families, and visitors safe during a flood.
- Keep all students away from fast-moving or swift water, including creeks, streams, rivers, or flood channels.
- Cancel any field trips, after-school events, or extracurricular activities.
- Move or secure any outdoor equipment or items that could float away.
- Relocate the student loading or drop-off location(s) of school buses if there are any road closures or flooding in such areas.
- If it is no longer safe for students, educators, staff, families, and visitors to remain in the building, evacuate to an off-campus location. See Evacuation map and off site location.

Child Abduction / Suspected Child Abduction

1. Do a PA all-call for student, have staff physically search site (who might still be on school grounds). Have clerical check sign out sheet in front office.
2. Call classroom teacher. Confirm what student was wearing and how student goes home each day. Ask for list of closest friends.
3. Confirm with ALL parents / guardians that no one had permission to pick-up child.
4. Call emergency contacts listed on emergency form. Call friends to see

if student went home with someone without parental permission.

5. Contact Police Department/SRO. Give description of child/clothing. Have a picture available to email/fax whenever possible. Notify District Office (Superintendent's office).
6. If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.
7. Remain at school site until student is located. Notify Police Department/SRO, District Office, etc. once student is located.

Note:

A. If student has been abducted, immediately call 911 and report the incident.

B. Have secretary call Superintendent's office to report the incident.

C. Keep witnesses at site to be interviewed by Police Department/SRO.

D. If you have multiple witnesses, separate them and do not allow them to talk about the abduction.

Red Cross Shelter

Jefferson School in Tracy is designated as a Red Cross Shelter, amplifying its role as a refuge in emergencies. This decision, made in collaboration with local authorities and the Red Cross, highlights the school's commitment to community service.

With its spacious facilities and central location, Jefferson School offers accessible shelter during disasters. Trained staff provide support, distributing supplies and offering comfort to evacuees. This initiative strengthens community bonds, showcasing solidarity and resilience in challenging times.

As a beacon of hope, Jefferson School continues its mission of education and compassion, ensuring that no one faces adversity alone.

Drill Dates

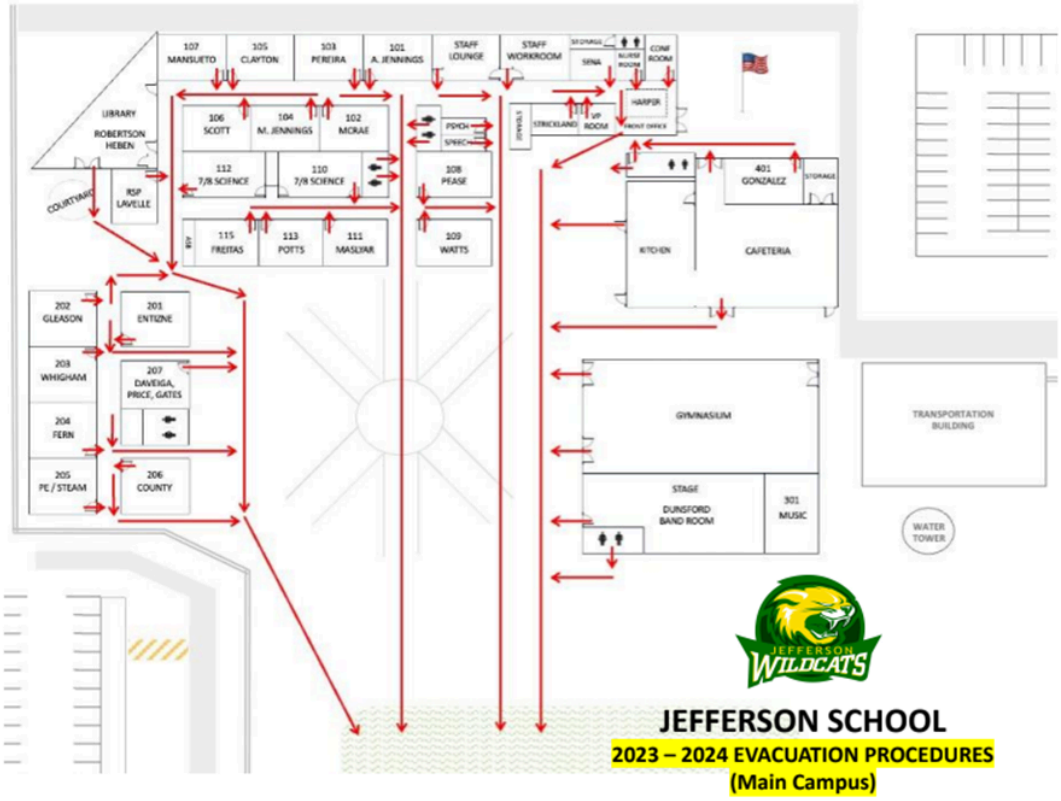
Drill Type	Month Scheduled	Date (Will be) Held
Fire Drill	**August 2023**	**8/10/2023**
Lockdown Drill	**September 2023**	**9/20/2023**
Earthquake	**October 2023**	**10/19/2023**
Fire Drill	**November 2023**	**11/14/2023**
Reverse Lockdown Drill	**December 2023**	**12/11/2023**
Shelter in Place Drill	**January 2024**	**1/11/2024**
Fire Drill	**February 2024**	**02/13/2024**
Fire Drill	**March 2024**	**03/21/2024**
Lockdown Drill	**April 2024**	**04/12/2024**
Fire Drill	**May 2024**	**05/9/2024**

Campus Overview and Maps
(MAPS ARE REQUIRED)

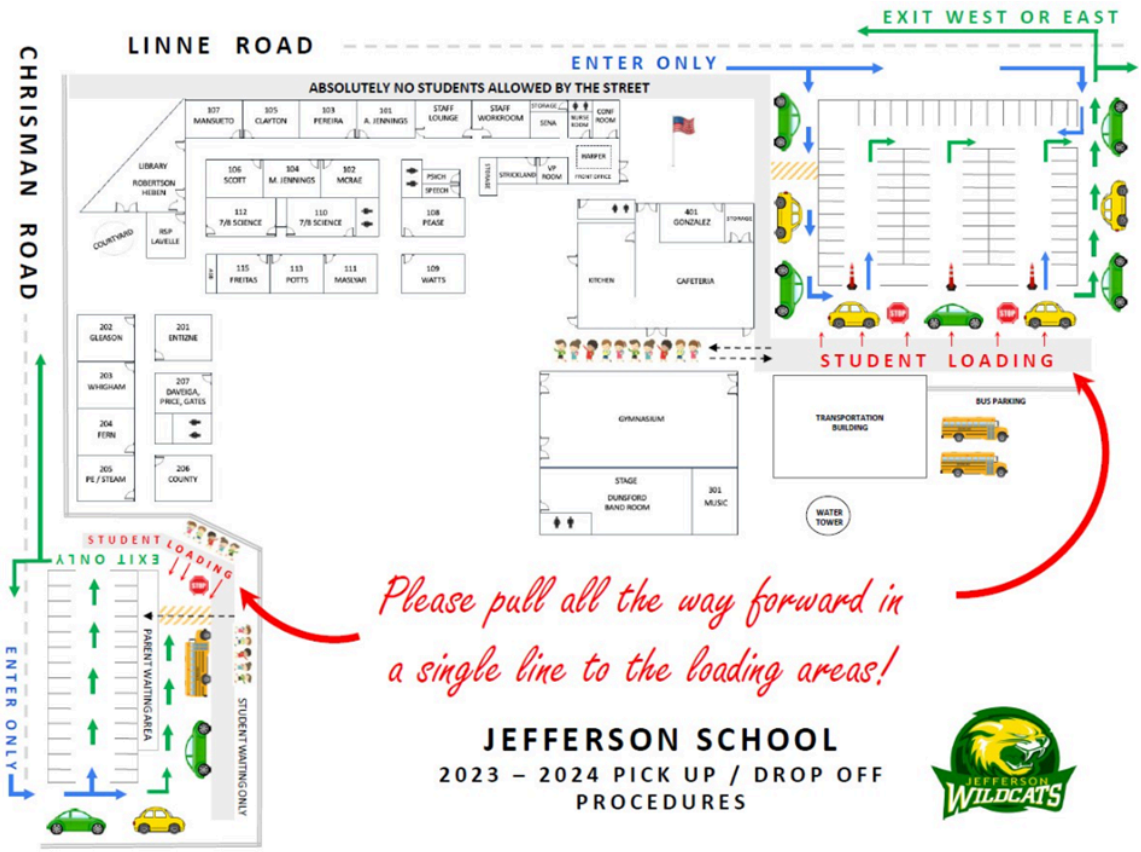
Under the ***Campus Overview*** section - Enter the following:

- 542 Students
- Approximate Special Education Enrollment 45
- Approximately 58 staff members
- Approximately 200 bus riders
- School hours Monday – all students dismissed at 1:30 pm
- School hours Tuesday-Friday students dismissed at 3 pm
- Cafeteria opens at 7:15 am for morning supervision
- Boys and Girls Club available from dismissal until 6 pm daily
- San Joaquin Sheriff's Department
- South County Fire Department

Evacuation Map


107 MANSUETO
105 CLAYTON
103 PEREIRA
101 A. JENNINGS
STAFF LOUNGE
STAFF WORKROOM
SENA
CONF ROOM
LIBRARY
ROBERTSON HEBEN
106 SCOTT
104 M. JENNINGS
102 MCRAE
HARPER
STRICKLAND
VP ROOM
FRONT OFFICE
COURTYARD
RSP LAVELLE
112 7/8 SCIENCE
110 7/8 SCIENCE
108 PEASE
401 GONZALEZ
STORAGE
115 FREITAS
113 POTTS
111 MASLIAR
109 WATTS
KITCHEN
CAFETERIA
202 GLEASON
201 ENTIZNE
208 WHIGHAM
207 DAVEIGA, PRICE, GATES
204 FERN
205 PE / STEAM
206 COUNTY
GYMNASIUM
TRANSPORTATION BUILDING
STAGE
DUNSFORD BAND ROOM
301 MUSIC
WATER TOWER
JEFFERSON WILDCATS
JEFFERSON SCHOOL
2023 – 2024 EVACUATION PROCEDURES
(Main Campus)

Drop Off/Pick Up Map

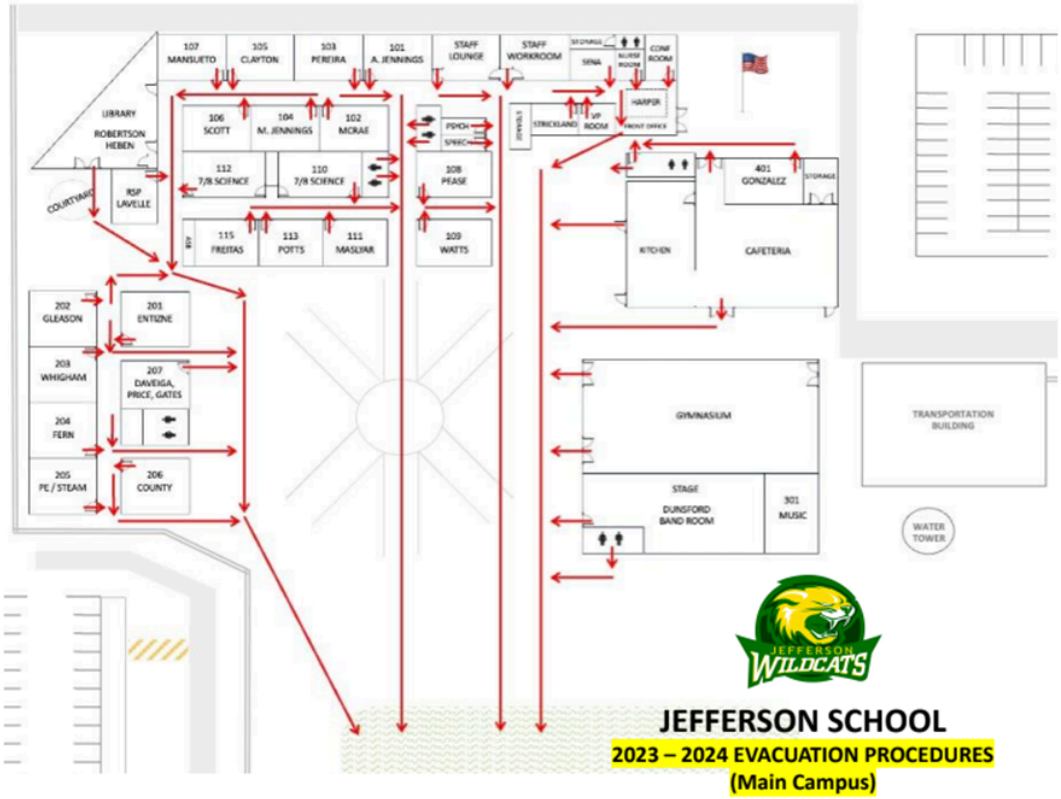
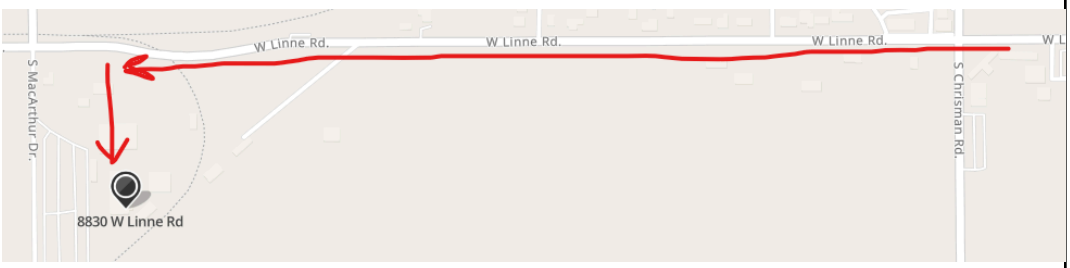


<u>The Jefferson School's evacuation site:</u> Dynatec
Address: 8830 W. Linne Road, Tracy CA 95304

Every classroom is equipped with an emergency backpack that contains the follow:

- Backpack
- Clipboard
- Building Maps
- Flip Charts
- Department List–Personel
- Student Information Sheets
- Status Cards (Green for all clear, Red for missing student)
- Alcohol Prep Pads
- Antiseptic Wipes
- Bandage 4 x 4
- Band-aides
- Batties
- Candies for Diabetics
- CPR Breathing Barriers
- Duct Tape

	● First-Aide Tape ● Flashlight ● Hand Soap/Sanitizer ● Ice Pack ● Kerlix Package ● Kleenex ● Masks ● Pencils ● Pens ● Scissors ● Solar Blanket ● Tampons/Feminine Pads ● Tweezers ● Tourniquets ● Vinyl Gloves ● Water Emergency Radios are located in the office. **Fire Defensibility** ● School Built: 1929 ● Building materials: Stucco, concrete, brick ● Defensible space: There is over 100 feet of defensible space between the gates/buildings and the nearest land ● Temporary classrooms: None ● Topography: Jefferson is surrounded by farm land on all 4 sides with a small market/restaurant area northwest of the school. There are small houses on the farmland on two sides. The other two are all land/crops.

Evacuation	Under the ***Evacuation and Emergency Areas Maps*** section insert both the school Onsite Evacuation Route and Emergency Map and the school Offsite Evacuation Route and Emergency Map.  ***Offsite Evacuation Route and Emergency Map*** ● Primary Evacuation Site: Dynatec facility. Students will cross Chrisman Rd and head west down Linne Rd to Dynatec parking lot. 

Incident Command Team Organizational Chart AND Incident Command Team Personnel

Incident Command System (ICS)

The Incident Command System is responsible for site specific emergency response activities. School administrators and staff members need to have knowledge of ICS in the event ICS is activated.

ICS is a standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.

General Staff

To maintain span of control, the Incident Commander may establish the following four Sections: Operations, Planning, Logistics, and Finance/Administration.

The General Staff report directly to the Incident Commander.

Remember . . . The Incident Commander only creates those sections that are needed. If a Section is not staffed, the Incident Commander will personally manage those functions.

Incident Commander's Overall Role

The Incident Commander must have the authority to manage the incident and be briefed fully. In some instances, a written delegation of authority should be established.

Personnel assigned by the Incident Commander have the authority of their assigned positions, regardless of the rank they hold within the school administration.

Incident Commander Responsibilities

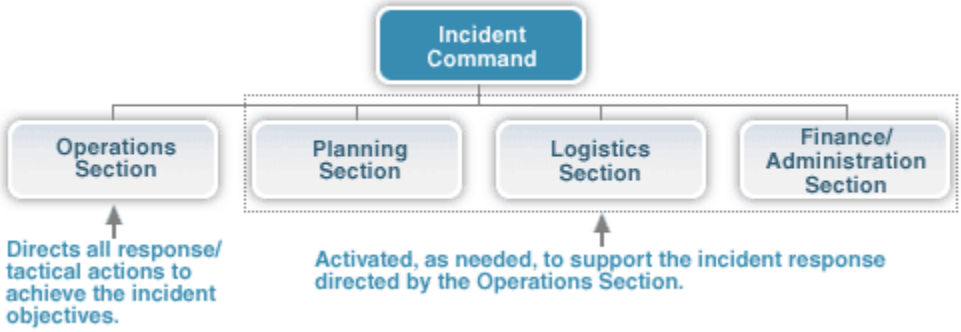
In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information services to internal and external stakeholders, such as parents.
- Establishing and maintaining liaison with other agencies participating in the incident.

The Incident Commander may appoint one or more Deputies. **Deputy Incident Commanders must be as qualified as the Incident Commander.**

General Staff Overview

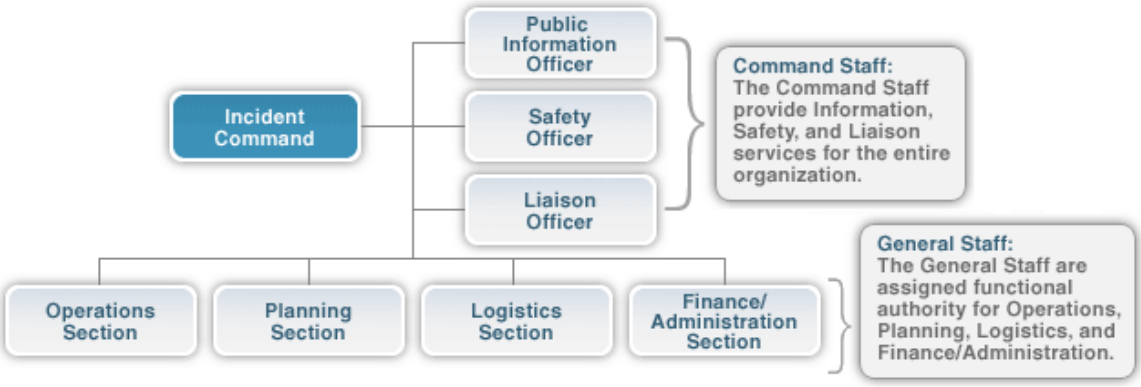
The General Staff overall responsibilities are summarized below:



In an expanding incident, the Incident Commander first establishes the Operations Section. The remaining Sections are established as needed to support the operation.

Expanding the Organization

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff. The Incident Commander will add positions only as needed.



Command Staff

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.

The Command Staff reports directly to the Incident Commander.

Operations Section Chief

Typically, the Operations Section Chief is the person with the greatest technical and tactical expertise in dealing with the problem at hand. The Operations Section Chief:

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.

Operations Section Chief's Role

I take direction from the Incident Commander. I'm responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that I organize, assign, and supervise all the tactical or response resources assigned to the incident. I would also manage the Staging Area, if one were established.

Operations Section: Single Resources

Single Resources are individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor. On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.

Operations Section: Teams

Single resources may be organized into teams. Using standard ICS terminology, the two types of team configurations are:

- **Task Forces** are a combination of **mixed resources** with common communications operating under the direct supervision of a Leader.
- **Strike Teams** include all **similar resources** with common communications operating under the direct supervision of a Leader.

Most school-based incidents typically use the terms, “Teams and Team Leaders.” The terms Task Forces and Strike Teams comply with ICS common terminology and would be more easily understood by community-based responders.

School Incident “Strike Teams”

The Operations Section organization chart shows possible team assignments in a school incident. Each team would have a Team Leader reporting to the Operations Section Chief.

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Potential Operations Section Strike Teams

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search & Rescue Teams are also responsible for: ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for: ● Setting up first aid area for students. ● Assessing and treating injuries. ● Completing master injury report. Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ● **Accounting for the whereabouts of all students, staff, and volunteers.** ● Setting up secure assembly area. ● Managing sheltering and sanitation operations. ● Managing student feeding and hydration. ● Coordinating with the Student Release Team. ● Coordinating with the Logistics Section to secure the needed space and supplies.
Facilities & Security Response Team	The Facilities & Security Response Team is responsible for: ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat.

	● Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters. This includes: ● Assessing need for onsite mental health support. ● Determining need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ● Setting up secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Office on external messages.

Planning Section

The Incident Commander will determine if there is a need for a Planning Section and if so, will designate a Planning Section Chief. If no Planning Section is established, the Incident Commander will perform all planning functions. It is up to the Planning Section Chief to activate any needed additional staffing.

Planning Section Chief's Role

The Incident Commander will determine if there is a need for a Planning Section, and if so, will designate a Planning Section Chief. In a school incident, the Planning Section helps ensure responders have accurate information, such as the number of students remaining in the building. We can also provide resources such as maps and floor plans. In addition to developing plans, we can provide an invaluable service by recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.

Planning Section: Major Activities

The major activities of the Planning Section may include:

- Collecting, evaluating, and displaying incident intelligence and information.

- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.

Planning Section: Units

The Planning Section can be further staffed with four Units. In addition, Technical Specialists who provide special expertise useful in incident management and response may also be assigned to work in the Planning Section. Depending on the needs, Technical Specialists may also be assigned to other Sections in the organization.

- **Resources Unit:** Conducts all check-in activities and maintains the status of all incident resources. The Resources Unit plays a significant role in preparing the written Incident Action Plan.
- **Situation Unit:** Collects and analyzes information on the current situation, prepares situation displays and situation summaries, and develops maps and projections.
- **Documentation Unit:** Provides duplication services, including the written Incident Action Plan. Maintains and archives all incident-related documentation.
- **Demobilization Unit:** Assists in ensuring that resources are released from the incident in an orderly, safe, and cost-effective manner.

Logistics Section

The Incident Commander will determine if there is a need for a Logistics Section at the incident, and if so, will designate an individual to fill the position of the Logistics Section Chief.

The Logistic Section Chief helps make sure that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

Logistics Section Chief's Role

Logistics can make or break an incident response. I assist the Incident Commander and Operations Section Chief by providing the resources and services required to support incident activities. During a school incident, Logistics is responsible for ensuring that there are sufficient food, water, and sanitation supplies. We are also responsible for arranging buses for evacuations and communication equipment.

Logistics and Finance have to work closely to contract for and purchase goods and services needed at the incident.

Logistics Section: Major Activities

The Logistics Section is responsible for all of the services and support needs, including:

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to **incident personnel** (**not injured students)**.

Logistics Section: Branches and Units

The Logistics Section can be further staffed by two Branches and six Units.

The titles of the Units are descriptive of their responsibilities.

Service Branch

The Logistics Service Branch can be staffed to include a:

- **Communication Unit:** Prepares and implements the Incident Communication Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
- **Medical Unit:** Develops the Medical Plan (ICS-206), provides first aid and light medical treatment for personnel assigned to the incident, and prepares procedures for a major medical emergency.
- **Food Unit:** Supplies the food and potable water for all incident facilities and personnel, and obtains the necessary equipment and supplies to operate food service facilities at Bases and Camps.

Support Branch

The Logistics Support Branch can be staffed to include a:

- **Supply Unit:** Determines the type and amount of supplies needed to support the incident. The Unit orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply Unit. The Unit maintains inventory and accountability of supplies and equipment.
- **Facilities Unit:** Sets up and maintains required facilities to support the incident. Provides managers for the Incident Base and Camps. Also responsible for facility security and facility maintenance services such as sanitation, lighting, and cleanup.
- **Ground Support Unit:** Prepares the Transportation Plan. Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.

Finance/Administration Section

The Incident Commander will determine if there is a need for a Finance/Administration Section at the incident, and if so, will designate an individual to fill the position of the Finance/Administration Section Chief.

Finance/Administration Section Chief's Role

I'm the one who worries about paying for the response efforts. I'm responsible for all of the financial and cost analysis aspects of an incident. These include contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident. I work most

closely with Logistics to be sure that we are able to contract for and procure the resources necessary to manage an incident.

Finance/Administration Section: Major Activities

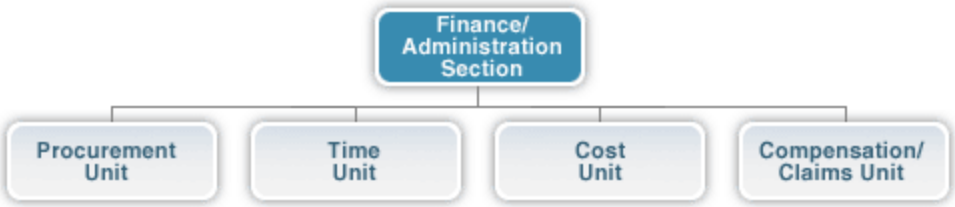
The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Note: On some incidents, the Finance/Administration function is not done at the incident scene but rather is handled by the school district.

Finance/Administration Section: Units

The Finance/Administration Section may staff four Units.



- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.

Training and Qualifying General Staff

	Operations Section Chief	● Past experience as incident responder ● Completion of ICS training ● Ability to: o Size up the situation and make rapid decisions o Communicate clear directions o Balance response initiatives with safety concerns o Lead and motivate responders o Assess the effectiveness of tactics/strategies o Be flexible and modify plans as necessary
	Planning Section Chief	● Completion of ICS training ● Ability to: o Organize and analyze information o Write clear, accurate documents o Interpret diagrams and maps o Develop and present briefings o Use computer-based applications including databases and spreadsheets o Direct others in a crisis
	Logistics Section Chief	● Completion of ICS training ● Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.) ● Ability to: o Organize and prioritize resource requests o Anticipate and plan for resource needs o Maintain records and documentation o Track resource requests o Solve resource problems creatively o Communicate effectively orally and in writing o Direct others in a crisis
	Finance/Administration Section Chief	● Completion of ICS training ● Knowledge of workers' compensation, insurance claims, and contracting requirements ● Ability to: o Keep accurate accounting records o Purchase/contract for needed resources o Process insurance and workers' compensation claims

	o Communicate effectively orally and in writing o Direct others in a crisis

Unified Command

The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

Unified Command Benefits

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts.
- Better resource utilization.

Incident Commanders Work Together

When implemented properly, Unified Command enables agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Unity of command is maintained within the Operations Section. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.

Unified Command and NIMS

NIMS encourages the use of Unified Command.

“As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and

geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework."

Single Integrated Incident Organization: Command Staff

Unified Command results in a single integrated incident organization. Below is a sample Command Staff organizational chart for the school bus incident. Notice that personnel from the different agencies often are assigned as Assistant Officers.

Single Integrated Incident Organization: Operations Section

In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person available. Below is a sample Operations Section organization chart for the school bus incident.

Site Disaster Response Team Members and Team Responsibilities

Position	Name	Title
Incident Commander	Jason Strickland	Principal
Deputy Incident Commander	Catherine Sena	Admin Assistant
Public Information Officer	Dr. Jim Bridges	Superintendent
Safety Officer	Rickey Alcon	Head Custodian
Liaison Officer	Elizabeth Gonzalez	Intervention Specialist

Team Assembly Location/ Incident Command Center

Primary: School Office

Secondary: Cafeteria

Responsibilities

Incident Commander
- Direct activities/provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for, and request outside assistance
- Communicate with Superintendent

Deputy Incident Commander
- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures, if needed.
- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander

Public Information Officer
- Documents the course of the incident and records the response and timekeeping
- Generates public statements and update to community
- Oversees student attendance and release

Safety Officer
- Reports to Deputy Incident Commander
- Oversees the search and rescue, facilities and first aid

Liaison Officers
- Oversees/Receives reports from all Student Supervision Team, Student Attendance/Release Team, Facilities Team, and Crisis Response Team

and provides updates from these areas to the Incident Commander and Public Information Officer.
- Provides updates from the incident command center to the various teams.

First Aid Team

The First Aid Team provides the immediate first aid treatments for injured students and staff while awaiting assistance from medical first responders (i.e. paramedics, EMT, etc.).

The following staff members are to be First Aid Team Leads for the following areas:

Name	**Location**
Jennifer Gates	Outside Room 205
Diane McRae	Room 102
Lori Scott	Room 106
Renae Pots	Room 113
Shawntai Robertson	Library

Team Assembly Location/First Aid

Primary: School Office

Secondary: Gymnasium

Responsibilities
- Places identifying tag on every injured individual that receives first aid or is brought in for first aid.
- Provides first aid treatment only until medical first responders arrive on site.
- Communicates status and needs to the site Safety Officer and Liaison Officers.
- Communicates status of injured individuals to medical first responders when they first arrive on site.
- Continues to provide first aid treatment in conjunction with medial first responders as needed.
- Annually maintains and restocks first aid kits when necessary.

Search and Rescue Team

The Search and Rescue Team provides fire suppression when appropriate and provides systematic searches for unaccounted students and/or staff. Staff

members in the following room numbers are assigned to Search and Rescue:

The following staff members are assigned to the Search and Rescue Team and will initially meet in the areas indicated.

Team Leads

Name	Location
Carol Clayton	Room 105
Gary Pease	Room 108
Paul Fern	Room 204
Sherry Gleason	Room 202

Team Assembly Location/Search and Rescue

Primary: School Office

Secondary: Library

Responsibilities

- In teams of two, systematically sweeps through all site facilities and rooms in search of missing, hiding, injured, or trapped individuals.
- Communicates with Student Attendance/Release Team any individuals found in the course of the search.
- If safe to do so and the individual can be moved, aids in directing individual to the assembly area.
- Reports to Command Center and first responder unit, if appropriate, the results of the search and rescue activities.

Student Supervision Team

The Student Supervision Team oversees and supervises students while awaiting release to authorized guardians or release back to normal school and classroom operations.

Name	Location
Delma DaVeiga	Outside/Room 207
Jennifer Pereira	Room 103
Ryan Freitas	Room 115

Responsibilities

- Oversees student activity in the evacuation zone.
- Keeps a calm environment in the evacuation zone.
- Maintains security of the assembly area to keep non District staff members out of assembly area and to keep students within the assembly area until released by the Student Release Team.
- Assists with maintaining attendance logs throughout incident.
- Documents any incidents within the student assembly area (student sneaking out, stranger entering the area, etc.)
- Communicates with Student Attendance/ Release Team to release students to leave assembly area for release to guardians.
- Checks identity of anyone seeking entry into the assembly area.
- Communicates with Liaison Officer to provide updates and to request supplies or assistance.

Student Attendance/Release Team

The Student Attendance/ Release Team, in conjunction with teachers, maintains a record of students accounted for throughout the duration of the emergency. The team also coordinates the release of students to authorized guardians and maintains documentation of student whereabouts and releases.

Team Members

Name	Title
Dominique Harper	Clerk
Andrea Jennings	Teacher

Mark Mansueto	Teacher
Elizabeth Gonzalez	EL Coordinator / Interventio Specialist

Responsibilities

- Interacts with Incident Command Team.
- Obtains reports of missing students from teachers. Gather Injury and Missing Persons report from each teacher and reports to Incident Command Team.
- Checks student emergency card for name of person(s) authorized to pick up student.
- Releases student only to an authorized person and verify with identification.
- Completes Student Release Logs

Facilities Team

The Facilities Team is responsible for shut off of all utilities (i.e. water, gas, electrical, etc.) as required by the nature of the emergency. The team is also responsible for facility assessment for safe occupation and damage assessments during the recovery phase of an emergency.

Name	Title
Rickey Alcon	Head Custodian
James Lucero	Custodian
Patricia Castillo	Custodian

Responsibilities

- Under the direction of the Safety Officer, check utilities in the event of a natural disaster and turn off all utilities as directed by the Incident Command Team.
- Check for and document any building damage following an emergency that may have caused damage to a building.

Security Team

The Security Team ensures the security of the facility (access into/out of) and is responsible for the school premise including the immediate surrounding streets to ensure access ways for first responders.

Name	Title
Angela LaVelle	Teacher
Joshua Dunsford	Teacher
Kim Roberts	Aide
Enna Black	Aide
Sherry Hurd	SDC Aide

Team Assembly Location

Primary: Cafeteria

Responsibilities

- Under the direction of the Deputy Incident Commander, maintains access into and out of site campus for first responders.
- Controls access into campus site and campus buildings when directed to do so.
- Continuously assesses situation inside and outside of campus to provide updates to Command Center via the Safety Officer.

Crisis Response Team

The Crisis Response Team will assist students in coping with emergency situations (e.g. earthquake, fire, death, suicide, or local, regional, or world events) until mental health service referrals can be arranged, if needed.

Name	Title
Matthew Jennings	Teacher

Dominique Harper	Clerk
Tiffanie Heben	Librarian
Crystal Snell	Nurse

Team Assembly Location

Primary: School Office

Alternate: Gymnasium

Responsibilities

- Provides support to parents and students during and directly following an emergency situation to aid in maintaining calm.
- Provides immediate support and counseling and refer students and/or parents to appropriate mental health services when available
- Directs students and/or parents to mental health services when services are made available.

Emergency Notifications to Outside Entities	● Notifying Valley Community Counseling ● San Joaquin Sheriff's Department ● Highway Patrol
Emergency Notification Information	● Emergency: 9-1-1 ● District Office: (209) 836-3388 ● Parent Square Alerts
Suspension and Expulsion Policies (REQUIRED)	**Suspension and Expulsion Policies** CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926 48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (r), inclusive: a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or

other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stolen or attempted to steal school or private property.
h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
k) Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit sexual assault.
o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of

an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

1. Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, or image
    ii. A post on a social network Internet Web site including, but not limited to:
        1. Posting to or creating a burn page. "Burn page" means An Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
        2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
        3. Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        1. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
        2. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a

person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a) While on school grounds.
b) While going to or coming from school.
c) During the lunch period, whether on or off the campus.
d) During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:
The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a) Causing serious physical injury to another person, except in self-defense.
b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c) Unlawful possession of any controlled substance, as defined under Ed. Code.
d) Robbery or extortion.
e) Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion
The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
b) Brandishing a knife at another person
c) Unlawfully selling a controlled substance as defined by Education Code
d) Committing or attempting to commit a sexual assault as defined in the Education Code

48900.2.
In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3.
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4.
In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.

a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

b. For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby

	causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
Procedures for Notifying Teachers of Dangerous Pupils (REQUIRED)	**Staff Notification of Dangerous Students** EC 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate. At the start of every school year, teachers are notified at the first staff meeting of students that have committed a dangerous act.
Discrimination and Harassment Policy (REQUIRED)	**Sexual Harassment Policy** The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5137 - Positive School Climate) (cf. 5145.3 - Nondiscrimination/Harassment) The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant. (cf. 1312.1 - Complaints Concerning District Employees) (cf. 1312.3 – Uniform Complaint Procedures) (cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

	The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy. Instruction/Information The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include: 1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence. 2. A clear message that students do not have to endure sexual harassment under any circumstance. 3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained. 4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved. 5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students. 6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made. 7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues. 8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation. Disciplinary Actions Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence violation

of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 – Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
Record-Keeping

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

Procedures

1. The principal or designee shall provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing, bullying, or discriminatory behavior.

2. Any employee who observes discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior shall take immediate steps to intervene and report the incident to the principal, whether or not the victim files a complaint.

3. Upon receiving a complaint of discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior, the principal or designee shall immediately investigate using the site- level grievance procedures listed below under Informal Complaint Procedures.

    a. Where it is found that discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior has occurred, the principal or designee shall take prompt, appropriate action to end the behavior and

address its effects on the victim.

b. The principal or designee shall also advise the victim of any other remedies i.e. counseling that may be available.

c. The principal or designee shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, sexual harassment, bullying (including cyber- bullying), or any hate-motivated behavior remains confidential, as appropriate.

Student to Student Bullying (Cyber-Bullying), Discrimination, Harassment, Hate Motivated Behavior, Sexual Harassment

Informal Complaint Procedures

1. The principal or designee shall:
   - ✓ Counsel the alleged victim and outline options available.
   - ✓ Obtain a factual written statement of the complaint (see form *Record of Student-to-Student Discrimination, Harassment, Sexual Harassment, Bullying (including cyber-bullying), or Hate Motivated Behavior*).
   - ✓ Assist in a follow-up investigation, interviewing the accused, witnesses, and supervisor as appropriate, and recommend the disposition of the complaint.
   - ✓ Notify the Director of Human Resources and conduct an independent investigation into the allegations of discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate motivated behavior in a manner designed to respect the privacy of all parties concerned.
2. The principal or designee will review the factual information collected to determine whether the alleged conduct constitutes discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate-motivated behavior, giving consideration to the record as a whole and the totality of the circumstances, and the context in which the alleged incidents occurred.
3. The principal or designee will then take and/or authorize appropriate action and inform the Director of Human Resources about the investigation results. Any student who is found to have committed discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate-motivated behavior will be disciplined according to the nature and severity of the offense.
4. The complainant shall notify the District administrator if

	he/she is not satisfied with the informal resolution of the complaint and will be advised of the appeal process. 5. An informal resolution may occur at any time. Timelines may be extended by mutual agreement of the complainant and the District. 6. The informal complaint should be resolved by the principal or designee within 30 days of the date that the site administrator received the complaint. **Formal Complaint/Appeal Process** If the complainant is not satisfied with the site informal resolution, they may file a formal complaint within 15 days of terminating the informal process. A written complaint shall be sent to the Director of Human Resources. The complaint should contain: ✓ the complainant's name, address, and home telephone number; ✓ the name of the student or employee who committed the alleged violation; ✓ a description of the alleged discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior;
School-Wide Dress Code Prohibiting Gang Attire (REQUIRED)	**DRESS AND GROOMING** In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed. The following guidelines shall apply to all regular school activities: **Jefferson School District** **DRESS CODE GUIDELINES** Jefferson District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.
2. Students are to come to school dressed for learning and for playing.
    a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.
    b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be tight fitting or shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.
    c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.
    d. Hats must be worn forward facing.
3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.
4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.
5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

Students who are considered to be in violation of the Jefferson School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.

b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.

c. Third offense and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel,

Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.
2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.
3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.
4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.
5. Excessive clothing items (2 or more) of predominantly one color that symbolize unauthorized group apparel are prohibited.

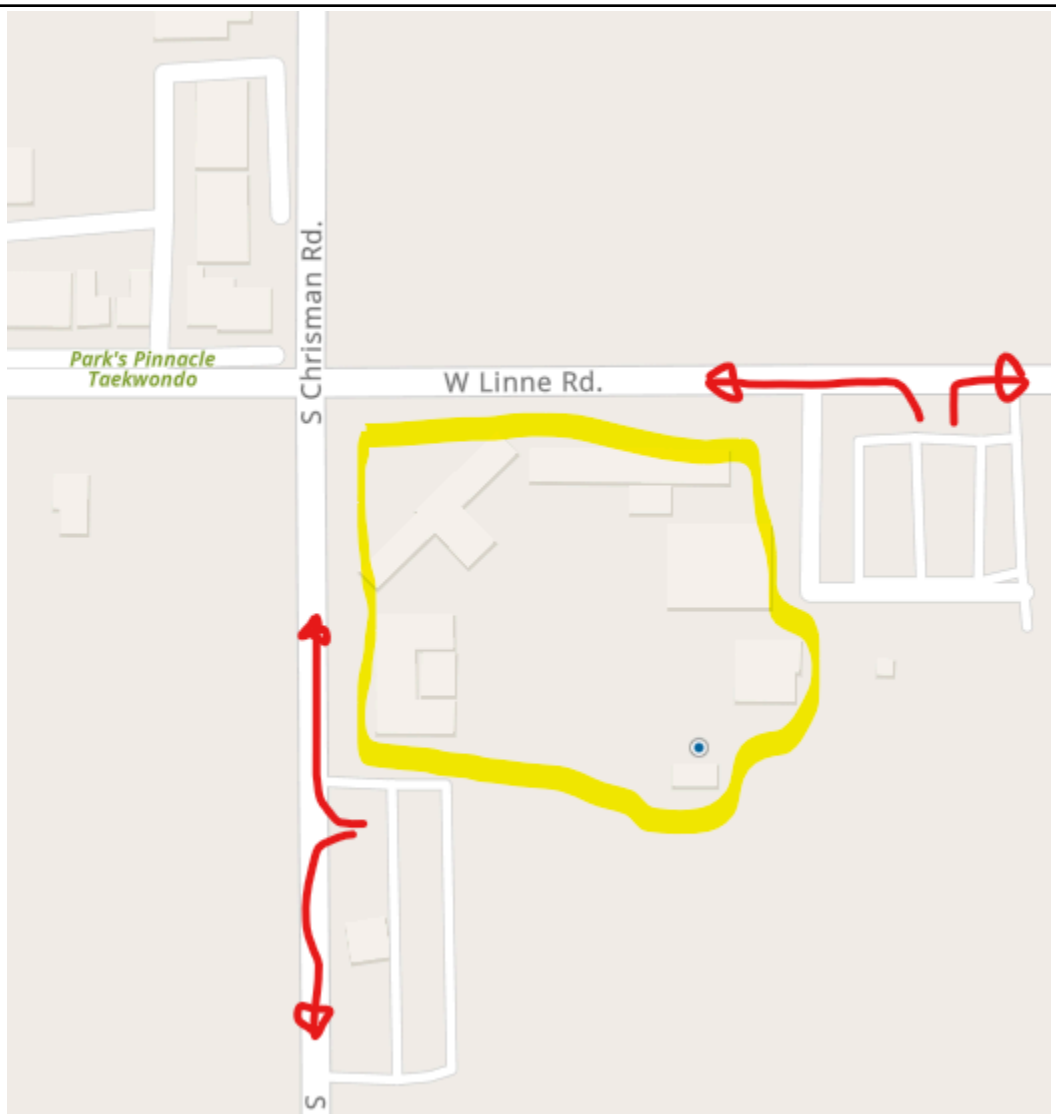
Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel.

The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.
b. Second Offense: Parent/guardian conference and 1-5 day suspension.
c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.
d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to a law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

	The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)
Safe Ingress and Egress Procedures (REQUIRED)	**Procedures for Safe Ingress and Egress** Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. A. **Schools must include plans for:** 1. Identifying the population of people with disabilities. See student IEP, 504 or Individualized Student Health Plan. 2. Determining proper signage and equipment. 3. Training staff to assist individuals with disabilities. 4. Coordinating with emergency response personnel. B. **Planning** It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency. C. **Evacuation Routes** Refer to the attached school map at the conclusion of this document, which identifies evacuation routes during emergency evacuations. Staff members that have students with disabilities need to ensure those students receive proper evacuation. D. **Traffic Route Map**



E. **Students with Disabilities**

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move but lifting them may be dangerous. Some non ambulatory people also have respiratory complications. Carefully remove them from smoke or vapors if danger is immediate.

TEACHER/STUDENT

A. To alert visually-impaired individuals:
1. Announce the type of emergency
2. Offer arm for guidance
3. Tell person where you are going, obstacles you encounter
4. When you reach safety, ask if further help is needed

	B. To alert individuals with hearing limitations: 1. Turn lights on/off to gain person's attention -OR 2. Indicate directions with gestures -OR 3. Write a note with evacuation directions C. To evacuate individuals using crutches, canes or walkers: 1. Evacuate these individuals as injured persons 2. Assist and accompany to evacuation site, if possible -OR 3. Use a sturdy chair (or one with wheels) to move person -OR 4. Help carry individual to safety D. To evacuate individuals using wheelchairs: 1. Give priority assistance to wheelchair users with electrical respirators 2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options 3. Reunite person with the wheelchair as soon as it is safe to do
Safe and Orderly Environment	After conducting a comprehensive Risk Assessment and analyzing the data, school sites should develop **Goals, Objectives** and **Action Steps** which can be implemented throughout the year in order to improve school safety, security and emergency preparedness. **Component 1 – People and Programs:** This component focuses on creating a caring school climate, where students feel wanted and needed, they believe that their participation makes a difference and they are safe to express themselves. **Goal:** Increase communication on campus and to the school community on bullying prevention/reporting including increasing a positive culture and climate across the campus. **Objective:** By August 2024, we will send daily messages to students and weekly messages to families on bullying prevention and reporting. In addition, we will increase our positive messaging throughout the campus including in our daily announcements and on our school television screens and marquee. **Component 2 – Physical Environment:** This component focuses how the school site fosters security and safety through technology, lighting, policies, rooms, furnishings, emergency procedures, ingress/egress, environmental design, graffiti removal and other elements of the physical environment. Use the tables provided to document the school goals, objectives, and action steps to improve school safety. **Goal:** Security cameras installed at the front of the school above the entrance to the main office. **Objective:** By August of 2024, we will be able to view all comings and goings into the campus and have data and time stamps.
Rules and Procedures on	**School Discipline** A. **Statement of Rules and Procedures on School Discipline**

School Discipline (REQUIRED)	**Education Code 44807:** "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning." B. **Notification to Students and Parents** **Education Code 35291:** 1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter. 2. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents. C. **Site Discipline.** A copy of the school discipline plan is distributed to parents/students on the first day of school or on the first enrollment day. D. **Staff Training.** All school personnel review the emergency procedures annually at the beginning of the new school year.
Annexes (ONLY HAZARD SPECIFIC ANNEXES ARE REQUIRED)	Ensure that all site-specific information is inserted using the Microsoft "Find and Replace" tool. Check all the annexes to ensure that the school site can implement and operationalize all strategies mentioned.

Emergency Response Plan

2023-2024

Monticello Elementary School

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August 7, 2023

Dear Parents/Guardians,

In order to provide a safe, secure and healthy environment for your child, Monticello Elementary updates its School Safety Plan each year. In addition to updating our written plan (which includes procedures for fire drills, earthquake drills, lockdown drills, etc.), Monticello Elementary' s staff makes sure that each classroom is equipped with a first aid kit, water and a nutritious snack for each student.

The evacuation site for Monticello Elementary is the playground field area. In the case of an emergency in which Monticello Elementary's campus was deemed unsafe, students would be moved to the evacuation site in as safe and timely a manner as possible.

The Monticello Elementary Crisis Response team would operate the evacuation site to ensure a safe and orderly pick – up/release of students. **If picking up a student, parents/guardians must present a photo I.D., such as a driver's license.** Without verification, staff will not release any student. No child will be released to anyone other than the persons designated on the emergency release instruction form completed by families at the beginning of the school year.

The Monticello School's evacuation site: Thoming Park
Address: Cambridge Place, Tracy CA
Location: Across the street from Monticello

Monticello School's secondary evacuation site: ACE Train Station
Address: Ace Train Station 4800 Tracy Blvd. Tracy, CA 95377
Location: Corner of South Tracy Blvd. and Linne Rd.

If the school is involved in a lock-down situation, the secondary evacuation site is the designated meeting area where parents/guardians should wait for information and the eventual release of their student(s) into their care. School and District personnel will be on site at the evacuation location to provide parents with information about the status and safety of their students. Parents MUST NOT go directly to the school in the event of a lock-down or evacuation. Parents/guardians can also listen to local media stations for any updates on the emergency situation. Your best source of up-to-date information will be at the evacuation site.

If you have further questions about Monticello's Safety Plan, please call the office at 209-833-9300.

Sincerely,

Tessa Bunch
Principal

SB 187 Comprehensive School Safety Plan
Assurance Page

School Year: 2023-2024

Monticello Elementary

This certifies that the School Site Council/School Safety Planning Committee has developed/revised and approved the Comprehensive School Site Emergency Operations Plan.

Member	Signature
Principal or Principal's Designee: Tessa Bunch	
Certificated Teacher: Jamie Watson	Jamie Watson
Parent of Child Attending the School: Morgan Gama	Morgan Gama
Classified Employee: - Head Custodian Mario Aguirre	
Law Enforcement Agency Rep: Police Officer – SERGEANT DANIEL GARCIA	
Other: Peggi Johnson	
Other: Luis Chavez-Site Council President	
Other: District Nurse Crystal Snell	RN BSN

Date Annual Revisions Completed: January 2024

Annual Emergency Plan Checklist

Activity	Responsible Person	Date Completed
School Facilities/Grounds Hazard Assessment	Jason Seymore	8/2023
Evacuation Routes Hazard	Tessa Bunch	8/2023
Update School Plot Plans (Maps)	Peggi Johnson	8/2023
Emergency Phone Numbers	Peggi Johnson	8/2023
Survey of Special Staff Skills	Tessa Bunch	12/2023
Survey of Neighborhood Resources	Tessa Bunch	8/2023
Message to Parents	Tessa Bunch	8/2023
Assign Disaster Functions	Tessa Bunch	8/2023
Update Bus Routes to Identify Potential Hazards	Jason Seymore	10/2023
Staff Orientation to Plan	Tessa Bunch	8/14/2023
Review Plan	Tessa Bunch	9/2023
Examine /Update Site Crisis Response Box/Emergency Backpacks	Tessa Bunch	9/2023
Review Plan with SSC	SSC	12/2023
Review Plan with TPD and SCFD	Tessa Bunch/TPD/SCFD	12/2023
Review Crime Data	Tessa Bunch/TPD	12/2023

Prepared by _Tessa Bunch_____

Date Prepared_____8/15/2023_____ School Year 2023-2024

Development of the Comprehensive School Safety Plan (REQUIRED)	Insert all of those who participated in writing and developing your plan. Per Ed Code 32281, you must include the following: • Tessa Bunch • Jennifer Lowe • Luis Chavez • Crystal Snell. • Lany Ruiz • Jacyln Hepler • Scott Huber In addition, the school site council shall consult with the following in the writing and development of the CSSP: • Officer Daniel Garcia The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
Communicating the Plan to the Public (REQUIRED)	Placed on school marquee (December 5-12), School Bulletin (December 8)
Minutes from School Site Council Approval of Plan (REQUIRED)	**Monticello Elementary School** **School Site Council Agenda** **December 12, 2023** **3:15 pm** **Monticello Conference Room** **Members:** **Parents**: Paige Bly-ab, Luis Chavez, Jaclyn Hepler, Lany Ruiz **Staff**: Tessa Bunch, Scott Huber, Jennifer Lowe, Peggi Johnson -ab

Crystal Snell	

I. Call to Order

- Call to order by Vice President Lany Ruiz at 3:19 pm

II. Review Old Minutes

- Approved by Lowe, 2nd by Hepler
- No discussion

III. Public Comment

- None

IV. ELAC Update

Informational

- Mrs. Bunch shared that on Dec 7, 2023 an English Language Advisory Committee meeting was held. Parents elected an ELAC board and will hold meetings to discuss the concerns and questions.

V. School Site Plan Review

- Review Goal #2 Action
  1. Approved by Lowe, 2nd Hepler
- Review Goal #3 Action
  1. SSC discussed the possibility of School Nurse giving demonstrations in the classroom on how quickly and easily germs are spread.

2. SSC discussed teachers giving Jag Den tickets to students that are at school all five days in a week
3. Approved by Lowe, 2nd Hepler

VI. Safety Plan Review/Approval — Action

- SSC discussed reminding staff to maintain locked doors
- Discussion regarding communication to substitutes, visitors unfamiliar with the campus and potentially having a partner teacher in case of emergency.
- SSC approved School Safety Plan

VII. Current Attendance Data — Informational

- Noted that Mondays and Fridays appear to have lowest attendance rates
- SSC discussed

VIII. Parent Advisory Council — Action

- Crystal Snell nominated, all members agreed, no members declined
- Luis Chavez is alternate

IX. GATE program — Discussion

- SSC discussed a 4th grade Chess group that has been meeting in the mornings.
- Mrs. Bunch shared that she has a meeting with a coding company to hopefully add an additional program to our GATE offerings.

- **SSC brainstormed possible activities such as Science Olympiad, STEM offerings, will continue to brainstorm**

Meeting Adjourned at 4:15 pm

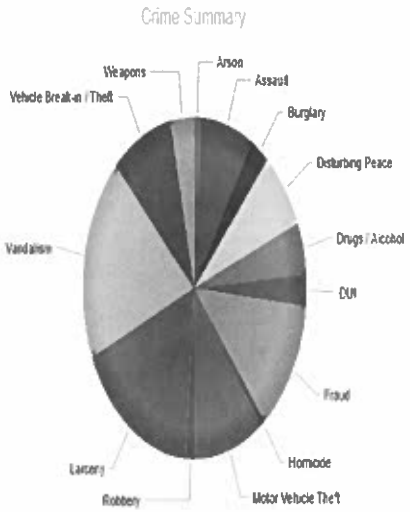
Assessment of the Current Status of School Crime and Safety (REQUIRED)

Assessment of Current Status of School Crime and Safety

Neighborhood Crime Data 2022-2023

The data below is from April 2023 through October 2023. The crime data is a two mile radius from Monticello Elementary School (1001 Cambridge Place, Tracy, California 95377). Data is from Tracy Police Department, crimemapping.com/map/ca/tracy

Crime	Number of Occurrences
Weapons	12
Arson	4
Assault	28
Burglary	10
Disturbing Peace	27
Drugs/Alcohol	18
DUI	11
Fraud	46
Homicide	2
Motor Vehicle Theft	37
Robbery	5
Larceny	63
Vandalism	71
Vehicle Break-in/Theft	33



Monticello Specific Discipline Data 2022-2023

Monticello Elementary School

10/16/2023

2022-2023 — Discipline Distribution Report from 8/8/2022 to 5/25/2023 — Page 1

Code # and Name		Total	Grade: TK	K	1	2	3	4	Gender: F	M	OGN	Hispanic/Latino? Y	Race (Not Hispanic): 100	200	300	400	600	700	999
04	*Assault (E) 48900 (a)(2)	1	1	-	-	-	-	-	-	1	0	-	-	-	-	-	-	1	-
32	Absences, Excessive	414	25	119	103	73	67	27	203	211	0	103	10	195	-	23	14	63	6
34	Attendance, SARB Referral	136	7	27	36	28	19	19	69	67	0	32	5	64	1	5	7	18	4
45	Dangerous Object 48900 (b)	1	-	-	1	-	-	-	-	1	0	-	-	-	-	-	-	1	-
70	Obscene Act (S) 48900 (i)	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	-	1	-
76	School Rules, Violation of	11	1	-	3	1	-	6	-	11	0	3	1	1	-	-	3	2	1
81	Tardy, Habitual	21	-	7	3	2	9	-	11	10	0	6	2	7	-	-	-	6	-
82	Tardy, Letter Sent	68	1	15	16	18	14	4	39	29	0	13	3	35	-	2	3	12	-
84	Threats to Others (S) 48900 (a)	6	2	1	-	2	-	1	-	6	0	1	-	2	-	-	-	3	-
98	Bus Citation	10	-	3	4	1	-	2	4	6	0	-	-	10	-	-	-	-	-
B5	Bullying/Other 48900 (r)	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	-	1	-
	Totals:	670	37	172	166	125	109	61	326	344	-	158	21	314	1	30	27	108	11

Monticello Elementary School

3/20/2024

2022-2023 — ATTENDANCE SUMMARY by Grade — Page 1

8/8/2022 through 5/25/2023

Grade	* Inactives:	Active:	Days Enrolled	Days Present	Exc Abs	Unex Abs	Exc Tdy	Unex Tdy	UNV	LBA	ISP	FNL	ILL	LFT	MED	ISA	SON	PRE	QEX	LCL	SUS
TK	3	21	4126	3757	318	51	26	1	0	2	27	2	271	60	21	0	0	0	9	8	5
K	15	120	22197	20472	1528	199	223	26	0	8	124	23	1316	284	111	0	0	0	40	49	1
1	13	131	23518	21999	1323	197	230	24	0	8	114	13	1171	325	58	0	0	0	52	44	1
2	10	132	23699	22263	1190	246	282	47	0	7	100	14	1036	261	79	2	0	0	25	63	3
3	8	124	22624	21470	969	185	247	16	0	20	138	6	847	286	67	0	0	0	32	69	0
4	2	90	16493	15823	517	153	111	12	0	15	139	9	438	280	39	0	0	0	11	43	2
School Totals:	51	618	112658	105784	5843	1031	1119	126	0	60	642	67	5079	1496	376	2	0	0	169	276	12

The data indicates that chronic absenteeism is one of the biggest issues facing our school. We are working to incentivise students to attend school regularly. This has been an increasing problem since the pandemic and we are working to return to pre pandemic attendance rates. Additionally, we have a relatively low suspension rate which can be attributed to our MTSS structure that includes a strong PBIS program, which rewards positive behaviors. Additionally, we utilize Valley Community Counseling services to support our Tier III behaviors that may need additional support beyond our Tier I and Tier II system.

Risk Assessment (Risk = Threat/Hazard x Vulnerability x Consequence) (OPTIONAL)

Risk Assessment

School Field BordersTracy Boulevard

Monticello is located at 1001 Cambridge Place, Tracy, California. Our field extends from the school building to Tracy Blvd. There is a locked access road on Tracy Blvd. We have a fence erected halfway across the field to prohibit student

access to the secondary field backing up to Tracy Blvd.

Tracy Municipal Airport

The Tracy Municipal Airport is located approximately 1.6 miles from the Monticello school campus. Due to the close proximity to the airport it is possible to have a fallen aircraft near or at the school site. This is accounted for under the "Fallen Aircraft" tab in our emergency procedures books which are located in each classroom/room of the school.

Edgar Thoming Park

South of Monticello sits the neighborhood park. It has a vast field, tennis and basketball courts, a play structure and public restrooms. This is one of our evacuation sites. The parking lot for the park faces the school.

Drainage Ditch

West of Monticello, running parallel to Sycamore Parkway, is a storm run-off drainage ditch. This ditch does not have an enclosure and is maintained by the City of Tracy. During particularly heavy rains, there can be moving water in the ditch.

Visitor Check-In Procedures

Monticello uses the Identi-Kid system that requires all visitors, volunteers, and vendors to check-in through the office. Guests are issued neon green badges that include their picture. The check-in process requests guests to utilize their government issued identification to check-in.

Gates During School Hours

There are several gates surrounding the Monticello campus that remain locked during the school day including at the Kindergarten Playground, three gates across the front of the school and a rolling gate, east of the cafeteria. All gates are locked during the school day. Gates are only unlocked for drop off and pick up. At pick-up students are separated by grade level. Teachers and students stand inside the gates until students are dismissed to a designated guardian/adult. The only entry point is through the school office, just west of the flagpole. In the event of a lockdown there is a gate that can be secured from the inside to prohibit access to the campus. After morning drop off, our custodian makes sure that all gates are locked and secure. Throughout the day, staff make sure that gates with crash bars remain closed.

Surveillance

Monticello has a series of surveillance cameras strategically placed throughout the campus. There are two cameras near the office, two cameras pointing toward the playground, a camera on the west side of the library building and a camera at the cafeteria receiving area. These cameras can be monitored

	through command.verkada.com
Appropriate Programs and Strategies that Provide School Safety (WRITTEN IN ED CODE, BUT NOT NECESSARILY REQUIRED IN THIS FORMAT)	**Appropriate Programs and Strategies to Provide School Safety** • **School Based Counseling** o We offer counseling through Valley Community Counseling. We have a therapist one day a week and counselor two days a week. Social Skills groups and individual services are offered. • **School Psychologist** o There is a school psychologist shared with Jefferson Middle School. We have the psychologist on campus an average of three days per week. The psychologist is responsible for cognitive assessments with the Special Education department, developing and tracking counseling goals for students with IEPs. Additionally, the school psychologist is part of the threat assessment team when students are in crisis. • **District Behaviorist** o The district behaviorist helps with students in crisis. Additionally, the district behaviorist supports students with behavioral challenges, including developing Behavior Intervention Plans, behavioral goals for IEPs and monitoring goals. • **District Nurse** o The district shares a nurse that is traveling between the sites. The nurse monitors student injuries and illness daily. Additionally, the nurse updates the emergency backpacks for the classrooms. The nurse is also updating the lockdown emergency containers. • **Training for staff, students, parents on anything related to school safety/security/school climate, etc.** o Parents are given a letter regarding school safety in the "Welcome Back Packet," prior to the school year starting. The letter indicates evacuation sites and basic protocols. Staff and students train monthly on fire drills. Lockdown drills are held twice yearly. After each drill there is a description of the drill recorded and shared with staff to better improve our practices. • **Red Emergency Binders** o Each grade level has a Red Emergency Binder located in the school office. Within the binder, each student has an emergency card with emergency contacts. There is one binder for each grade level and within the binder, the forms are separated by teacher. • **Ident-A-Kid** o Ident-A-Kid is a check-in and check-out system located in the front office. The system allows us to monitor all visitors on campus at all times. Additionally, when a visitor checks in, it requires a state

issued ID. The ID is then immediately run through the Megan's Law database. The school receives immediate notification if the ID is flagged. The system is also used for students arriving late and leaving early.

- **Boys and Girls Club**
  - Boys and Girls Club is an after school program. Families signed up for the program and students are allowed to stay at the school from dismissal until 6 pm. This program supports school safety and community safety by giving students a safe, supervised space until parents are able to pick students up.
- **Second Step/PAWS Awards**
  - Monticello practices PBIS and has adopted the PAWS awards. This represents Practicing Respect, Accept Responsibility, Work Together, and Safety First. Each trimester teachers select four students per class that are exemplary examples of PAWS. Second Step is our character education program that encourages students to make good choices and helps them to strategize ways to deal with real life situations.
- **Digital Citizenship**
  - Digital Citizenship is a course that all students take at the start of the year to ensure they have knowledge about how to maintain a safe online presence. Students are taught lessons by the teacher and typically do an assignment to demonstrate mastery. Teachers report when instruction on digital citizenship is completed and this allows students access to Chromebooks.
- **PBIS**
  - PBIS is a district wide program that promotes positive behavior choices. The PBIS team works to create a positive school environment through the use of Jag Den tickets. Students earn tickets by making good choices and can spend the tickets monthly, in our Jag Den. The PBIS team also created standardized expectations for different locations around campus.
- **Awesome Attendance**
  - Post pandemic, attendance has seen a decline. In an attempt to increase student attendance, we have instituted Awesome Attendance. Students that are present for 98% of the trimester are awarded at an awards assembly for parents to attend.
- **Pesticide Monitoring**
  - Our head custodian has been trained in the administration of pesticides and we have a recording procedure to account for all pesticides used on campus. Each month a notice is posted to the public to indicate pesticide usage. The district contracts with the company that sprays for bugs during times when students are not present.

- **Comfortable rooms/adequate lighting**
  - Each classroom has exterior exit doors, working thermostats and adequate lighting. Classrooms situated in the middle of the campus have interior doors that enter the library. Through our JitBit system teachers can report instances of outages or maintenance needs. Additionally, exterior lighting is checked and changed annually to ensure safety around campus. There are exterior lights located all around the exterior of the buildings, including the cafeteria.
- **Closed campus**
  - Our campus is available for students to enter starting at 7:30 am, in our cafeteria. There is a staff member at that time to receive the students and monitor them until 8 am. Parents are welcome to start dropping off students at that time. At 8 am, our gates open for students to enter and walk themselves to class. Campus visitors must check in through the office with the Ident-A-Kid system listed above. Parents/visitors do not enter the gates with the students. All gates are locked at 8:15 am and remain locked until dismissal.
- **Emergency procedures for students with disabilities**
  - For students that are sensitive to sound, our Special Education classrooms are equipped with noise reducing headphones. Staff help students locate and apply headphones when there is a drill or when students are entering spaces that may be loud. Also, those classes have line ropes that allow for the students to hold onto a circle and stay in a line. They practice with this during drills and daily when traveling to and from the classroom.
- **Surveillance**
  - Monticello is equipped with five security cameras positioned strategically around the campus. There are several cameras facing the playground, giving different vantage points. There are also cameras situated around the backside of the building and one camera situated facing the parking lot from the front of the school to monitor visitors entering the campus.
- **Anti-Bullying/Bullying Prevention Program**
  - Through our Second Step program there are several lessons that deal with empathy and kindness. These lessons are taught weekly and teachers mark them complete through the online platform. Each grade level has an average of 20 lessons that are completed over the course of the year. Classrooms use the additional weeks to focus on PBIS and inclusive practices.
- **Emergency Drills and exercises**
  - Each month we have a scheduled fire drill. The drills are held at random times, including recesses. This allows for campus aides to

	be available to participate in the drills to understand the emergency procedures. Additionally, there are lockdown drills and earthquakes drills held throughout the year. Different types of drills are not held on the same day. During fire drills classroom teachers take the emergency backpack to the line up location with them and wait for the all clear sign. After the drills a reflection is written on what went well and what needs to be improved. The information is shared with staff. • **Bullying Report/Prevention procedures** o Bullying and harassment can be reported by anyone, including students, staff, and parents. Following the report and investigation is done by administration. At the conclusion of the investigation, prompt appropriate action will be taken. At the start of each year, all students are giving explicit instruction on bullying and harassment with age appropriate lessons. Continually throughout the year, there is continued instruction on inclusion and anti-bullying through Second Step and PBIS.
Child Abuse Reporting Procedures (REQUIRED)	**Child Abuse Reporting** **A. Definition of Child Abuse** Child abuse means a physical injury that is inflicted upon a child (under 18 years of age) by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care. A child is anyone under 18 years of age. 1. Child Abuse a. Injury inflicted by another person. b. Sexual Abuse. c. Neglect of child's physical, health, and emotional needs. d. Unusual and willful cruelty; unjustifiable punishment. e. Unlawful corporal punishment. 2. Not Considered Child Abuse a. Mutual affray between minors b. Injury caused by reasonable and necessary force used by a peace officer: ☐ To quell a disturbance threatening physical injury to a person or damage property ☐ To prevent physical injury to another person or damage to property

- ☐ For the purposes of self defense
- ☐ To obtain possession of weapons or other dangerous objects within the control of a child
- ☐ To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report.
   - ☐ The telephone call must be made immediately or as soon as practicably possible, within 24 hours.
   - ☐ A written report must be sent within 36 hours of the telephone call to the child protective agency.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and administrator to determine if particular provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
2. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than

	21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years. 2. There are lewd and lascivious acts committed by a partner more than 10 years older than the child. 3. The partner is the alleged spouse and over 21 years of age. **Reportable Sexual Activity if the Child is 16 or 17 years and:** 1. The partner is less than 14 years of age. 2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship. 3. The partner is the alleged spouse and there is evidence of an exploitative relationship. **Reportable Sexual Activity if the Child is under 18 years:** 1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age. **Mandated reports of sexual activity must be reported to either the County Child Protection Services (CPS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.** **When in doubt, all suspected sexual abuse, physical abuse, or neglect should be reported to Child Protection Services or the appropriate police jurisdiction.** D. **Failure to Report Known or Suspected Child Abuse** Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse. **2022-2023:** 9 instances of child abuse were reported .
Disaster procedures, routine and emergency plan	**Response Actions** **<u>Responding To A Student/Staff/Visitor Reasonably Believed To be Suffering from an Opioid Overdose</u>** If you suspect someone is experiencing a fentanyl overdose, it is crucial to seek emergency medical help immediately by calling 911. While waiting for professional help, here are some general guidelines that might be recommended: **Assess the Situation:**

1. Ensure your safety first. Do not put yourself at risk of exposure to the substance.
2. Check the person for responsiveness. Shake them gently and shout their name.
3. If there is no response, call for emergency assistance immediately.

Administer Naloxone (Stored in the school office):

1. Naloxone is a medication that can reverse the effects of an opioid overdose, including fentanyl. Some people, such as friends or family members of individuals at risk of overdose, may be prescribed naloxone.
2. Administer naloxone according to the instructions provided with the kit. It is often given as an intramuscular injection or nasal spray.

Perform CPR (if necessary):

1. If the person is not breathing or has difficulty breathing, start CPR.
2. Chest compressions and rescue breaths can help maintain oxygen flow to vital organs until professional help arrives.

Stay with the Person:

1. Stay with the person until emergency medical personnel arrive.
2. If the person regains consciousness, keep them calm and encourage slow, deep breaths.

Provide Information to Emergency Responders:

1. When emergency personnel arrive, provide information about the situation, including any known substance use and the possibility of fentanyl exposure.
2. Remember, these are general guidelines, and it's crucial to follow the advice of medical professionals. Good Samaritan laws protect individuals seeking medical assistance for someone experiencing an overdose, so don't hesitate to call for help.

Identify School Personnel to Train in Administering Naloxone and CPR:

It's essential to receive proper training in administering naloxone and CPR. If you are in a situation where opioid overdoses are a concern, consider taking a first aid and CPR course that includes training on responding to opioid overdoses. Additionally, consult with healthcare professionals for guidance specific to your location and circumstances.

Stand by Alert

This action is used to alert the staff and students and place them on Stand By until further instructions.

<u>Announcement</u>

If time permits, the Incident Commander (or his/her designee) will make the following announcement on the PA system or other communication systems (i.e. phone, email, messenger, etc.).

"ATTENTION PLEASE. STAND BY FOR ADDITIONAL INFORMATION. STAND BY FOR ADDITIONAL INFORMATION."

Description of Action

1. If inside, teachers will hold students in classrooms until further instructions.
2. If outside, teachers will assemble students into a single location.

For all situations, remain on Stand By until further instructions or an All Clear signal is given.

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION, PLEASE DUCK, COVER AND HOLD. DUCK, COVER AND HOLD. AVOID GLASS AND FALLING OBJECTS. MOVE AWAY FROM WINDOWS AND OVERHEAD HAZARDS. DO NOT TOUCH ANY FALLEN ELECTRICAL WIRES. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside —

1. Drop to knees
2. Get under desk and remain facing away from windows
3. Clasp one hand behind neck and use other hand to hold onto desk/table
4. Bury face in arms
5. Make body as small as possible
6. Close eyes and cover ears with forearms.

If outside—

1. Drop to knees
2. Clasp both hands behind neck
3. Bury face in arms

4. Make body as small as possible
5. Close eyes and cover ears with forearms.
6. Avoid glass and falling objects

Evacuation of Building

This action is used after the decision is made that it is unsafe to remain in the building.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. EVACUATE THE BUILDING. EVACUATE THE BUILDING."

Description of Action

1. Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.
2. Teacher will secure the student roster when leaving the building and take attendance once the class is assembled in their designated area.

Off-Site Evacuation

This action is used after the decision is made that it is safer to leave the campus than to remain on site.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS."

Description of Action

1. The Incident Commander will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.
2. Secure the student roster when leaving the building and take

attendance once the class is assembled in a pre-designated safe location.

3. Teachers will direct students to EVACUATION SITE for the offsite evacuation.

The emergency evacuation site for Monticello School is the Cafeteria for grades 1, 2, 4 and Rooms 18 and 26.
The emergency evacuation site for Monticello School is K-1 classroom for K-1 and K-2 and K-2 for grade 3.
In the case of an emergency in which the Monticello School campus was deemed unsafe, students would be moved to these evacuation sites in a safe and timely manner.

The Monticello School's first evacuation site is: Thoming Park

Location: Across the street from Monticello

BACK UP LOCATION:

Monticello School's second evacuation site is: ACE Train Station

Address: Ace Train Station 4800 South Tracy Blvd. Tracy, CA 95377
Location: Corner of South Tracy Blvd. and Linne Road – approx.. 1 mile from Monticello

Reverse Evacuation

This action is used to rapidly and safely move people inside a facility when it would be dangerous to remain outside. Reverse Evacuation is appropriate when:

1. People are located outside, such as on the playgrounds, on the sports field, on the blacktop, or at an outdoor event
2. The danger necessitates a school lockdown or shelter in place, such as an active shooter, armed intruder, a threat in the surrounding community, or hazmat situation.
3. The threat or danger is a safe distance away that allows you access into a building or structure for safety.

Reverse evacuation is most commonly used before / after school, during breaks / passing periods, during lunch, or when classes are outside, such as, physical education (PE)

This action should be evaluated during a school lockdown and if appropriate, should be taken.

If it is not safe to reverse evacuate, then refer to the "If Outside" section of the ***"Lockdown"*** procedure.

Shelter in Place

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. SHELTER IN PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING. IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside:

1. Keep students in classrooms pending further instructions.
2. If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary, proceed to an alternative indoor location. A room of a building located upwind of the identified hazard is preferred and ideal.
2. Secure and lock all doors
3. Close all windows and window coverings
4. Account for all students
5. Do not allow anyone to leave the secure room until ALL CREAR message is received.
6. Students should take their seats and lessons can continue until the SHELTER IN PLACE response is lifted.
7. Passing periods and lunch should be disregarded until SHELTER IN PLACE
response is lifted.

If outside:

1. Reverse Evacuate - Attempt to get into nearest building and secure in that building (Refer to Reverse Evacuation)
    a. If entire classroom is in unassigned classroom, notify school

administration of your location

b. If student gets separated from class, get into nearest classroom and have staff member notify student's teacher of student's location.

2. If unable to get into a classroom or building, proceed to the office

School Lockdown

This action is used when a threat of violence, armed intruder, gunfire, or active threat/shooter is present, and it is necessary to prevent the perpetrator(s) from entering occupied areas that CAN BE secured.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, calling trees, etc.).

"ATTENTION PLEASE. INITIATE LOCKDOWN. REPEAT, INITIATE LOCKDOWN. STUDENTS AND STAFF, NO TALKING. WE ARE ON A LOCKDOWN. STUDENTS, IF YOU ARE INSIDE THE BUILDING, SIT DOWN WHERE YOU ARE. GET IN A HIDDEN POSITION. IF YOU ARE OUTSIDE, RUN TO THE NEAREST OPEN DOOR OR TAKE COVER. STAFF, LOCK DOORS AND SECURE ROOMS NOW. USE JUDGEMENT WHEN ALLOWING STUDENTS INSIDE YOUR SECURED AREA."

Description of Action

IF INSIDE, staff members are to:

1. Lock doors and sit/lie on the floor away from doors and windows, consider spreading out in the room, using cover and concealment. Also consider hiding behind desks, cabinets, and in closets.
2. Close any shades and/or blinds if it appears safe to do so.
3. Turn off the lights.
4. Blockade the door with heavy furniture / objects.
5. Once room is secured, do not answer or open door.
6. Do not allow anyone to leave secure room until ALL CLEAR message is received.
7. Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.
8. Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.
9. Be as quiet as possible.
10. Consider arming yourself with objects in the room to protect yourself against the shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)

IF OUTSIDE

1. Get low & look for cover and a place to conceal yourself.
    - Low crawl if necessary.
2. Look for an open room and lock yourself inside
    - Bathroom
    - Closet
3. If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.
4. Remain calm and stay quiet
5. If able, w/o giving away your position, call the police or call or text a friend to let them know where you are located.

If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, or during passing periods.

During a lockdown, ***as a class***, if you can safely ***reverse evacuate***, you should do so.

If you are unable to ***reverse evacuate (as a class)*** during a lockdown or you are unable to get into a building/room prior to it being secured, refer to the RUN / HIDE / FIGHT portion of this procedure.

RUN – If you are NOT in a secured location or your location is compromised, you should:

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

1. Have an escape route and plan in mind
2. Evacuate regardless of whether others agree to follow
3. Leave your belongings behind
4. Help others escape, if possible
5. Prevent individuals from entering an area where the active shooter may be present
6. Keep your hands visible
7. Follow the instructions of any police officers
8. Do not attempt to move wounded people
9. Call 911 when you are safe

HIDE – Once you have escaped danger or are out of danger, you should:

Find a place to hide where the active shooter is less likely to find you.

1. Your hiding place should:

    a. Be out of the active shooter's view

b. Get low and look for a location to conceal yourself
c. Provide protection if shots are fired in your direction (i.e., an office, bathroom, or closet with a closed and locked door)
d. Not trap you or restrict your options for movement
e. Consider moving to a new location

2. If you are unable to get to a concealed or secure location, run to a remote area and/or flee from danger

3. If able to do so and without giving away your position, call/text the police or someone you know to let them know where you are located

FIGHT - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

1. Act as aggressively as possible against the threat
2. Throwing items and improvising weapons (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)
3. Yelling
4. Committing to your actions

All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. email, calling tree, send messengers to deliver instructions, etc.).

BELL WILL RING:
"ATTENTION PLEASE. ALL CLEAR. THIS IS A MONTICELLO JAGUAR ALL CLEAR. THE INCIDENT IS OVER. PLEACE RETURN TO REGULAR INSTRUCTION. THANK YOU."

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Intruder Alert All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the

following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

BELL WILL RING
"ATTENTION PLEASE. ALL CLEAR. THIS IS A MONTICELLO JAGUAR ALL CLEAR. THE INCIDENT IS OVER. PLEASE RETURN TO REGULAR INSTRUCTION. THANK YOU."

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Parent Alert

1. Secretary will activate the emergency voice message.
2. The School Districts' technology-based parent notification and school-to-home communication system will be activated. This system will allow the Incident Command Team the ability to send communications to identified parents and faculty.

   The School District's notification system will be utilized to provide communications to parents during emergency response situations on site. Under the Incident Commander's direction, the Site Public Information Officer will be responsible for developing outgoing messages (email or phone message, whichever is appropriate for the given situation) and transmitting them to the parent community.

   In the event that the School District's notification system is not functional, the site Public Information Officer and site staff, designated by the Incident Commander to assist, will contact parents via phone and or email with information provided in the Student Emergency Form.

Student Release/ Parent Process of Pick-up

In the event of the disaster or local emergency, the District's custodial responsibility of students may be extended beyond the range of normal operating hours. The following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.

- Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

Reunification

After a mass casualty or critical incident it is important to quickly reunite survivors with their loved ones. The District's custodial responsibility of students may be extended beyond the range of normal operating hours. When it is necessary to perform an off campus evacuation, the following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- A designated off-campus location will be made by the Incident Commander (or his or her designee).
- Security and supervision will be in place prior to any students being transported to the off site location.
- Transportation services will be contacted and arranged by the Incident Commander (or his or her designee).
- If necessary, counselors should be contacted and respond to the reunification site.
- The following protocols should be followed: Protocols for notification, information release, orderly check-in, check-out, record keeping, and release of minors to adults.
- The Student Attendance / Release Team should be in place prior to students arriving.
- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort students to the pick-up area.
- Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

After a critical incident, you should remember that the incident may be criminal and investigated by law enforcement. If it is an active investigation, witnesses and victims may need to be contacted by law enforcement delaying the reunification. Witnesses and victims may need to be separated to keep the integrity of the investigation.

School Closure

In the event that an emergency incident has rendered the site inoperable and uninhabitable, the Site Incident Commander will consult with the Superintendent with an update on the status of the site and situation. After conferring and receiving instructions from the Superintendent to close the school site:

<u>During school hours with staff and students on site:</u>

- Site Incident Commander will activate the Off-Site Evacuation Response.
- Site Incident Commander or designee will Activate Parent Notification System to alert parents of new location of student assembly.
- Update District EOC or District Public Information Officer of new student assembly area.

<u>After school hours with staff and students off site:</u>

- Site Incident Commander will alert Command Team and Activate School District's Parent Notification System to school closure.

Information Provided to Police Dispatcher or 911 Operator

When reporting an emergency to law enforcement it is important to provide as much information as possible. Allow the call-taker to be in control of the conversation and ask the questions. Remember to remain calm. Officers are often responding even though you are still providing information to the call-taker. Below is some of the information that must be provided depending on the nature of the emergency.

1. Address and location of incident
2. Nature of emergency, threat (i.e. armed intruder, active threat/shooter, suspicious package, bomb threat)
3. Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb threat
4. Number of suspects, if more than one
5. Physical description of suspects(s) (describe race, gender, height, weight, build, hair color / style / length, facial hair, clothing head to toe, and anything that stands out; such as, tattoos, hat, glasses, disguise.
6. Number and type of weapons held by the active threat/shooter
7. Number of potential victims at the location
8. Possible lookouts
9. Suspicious vehicle(s) that may belong to the suspect(s)

Emergency Procedures

Earthquake

Upon the first indication of an earthquake, teachers should direct students to Duck, Cover, and Hold. Follow the procedures listed below for all earthquake events:

1. Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander (or his/her designee) will issue the All Clear Response. Use designated routes and proceed directly to the assembly area. Teachers shall notify the Student Attendance/Release Team of missing students.
2. The Incident Commander (or his/her designee) to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
3. Warn all school personnel to avoid touching fallen electrical wires.
4. First Aid Team will check for injuries and provide appropriate first aid.
5. The Incident Commander (or his/her designee) will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
6. If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander (or his/her designee) to make an initial inspection of the school buildings, if needed.
7. The Incident Commander (or his/her designee) will contact the Office of the District Superintendent to determine if additional actions are deemed necessary.

In the event an earthquake occurs during non-school hours:

1. The Incident Commander and Identified Maintenance/ Facilities Personnel* will assess damages to determine needed corrective actions. For apparent damages, contact the District Superintendent to determine if the school should be closed.
2. If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

Fire on School Grounds

In the event of a fire on school grounds, the following procedures should be implemented:

1. Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.
2. The Incident Commander (or his/her designee) will immediately issue the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed

directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

3. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) of the fire.
4. The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
5. Search and Rescue Leader will direct the fire department to the fire and brief fire department official on the situation.
6. The Facilities Team will notify the appropriate utility company of damages.
7. The Incident Commander (or his/her designee) will notify the District Superintendent's Office and Maintenance and Operations of the fire.
8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.
9. For any fires on campus, the Incident Commander and District Superintendent will determine whether the school will resume operations and/ or open the following day.

Fire in Surrounding Area

In the event of a fire in the surrounding area, the following procedures should be implemented:

1. The Incident Commander (or his/her designee) will initiate the appropriate immediate response actions, which may include: STAND BY ALERT, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATION OF BUILDING or OFF-SITE EVACUATION.
2. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) of the fire.
3. The Incident Commander (or his/her designee) will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
4. The Incident Commander (or his/her designee) will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres, or other conditions. The Incident Commander or designee will maintain open communication with the fire department.
5. If the Incident Commander or designee issues the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
6. The Incident Commander (or his/her designee) will keep a battery-powered radio tuned to a local radio station for emergency information.
7. In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.

8. If appropriate, the Incident Commander or designee will implement the PARENT ALERT SYSTEM.
9. The Incident Commander or designee will notify the District Superintendent, Maintenance and Operations of the emergency situation.

Explosion / Bomb Threat

There are three possible scenarios involving the explosion/ bomb threat. Determine which scenario applies and implement the appropriate response procedures described below.

Scenario 1: Explosion on school property
Scenario 2: Explosion or credible bomb threat in surrounding area.
Scenario 3: Bomb threat on school property

Scenario 1: Explosion on School Property

1. Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DUCK, COVER, AND HOLD, or EVACUATE BUILDING.
2. The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
3. After the blast, the Incident Commander will initiate another Response Action, which may include: SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
4. If the explosion occurred within the school buildings, Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
5. During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED)
6. If a suspicious packaged or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.
7. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.
9. If necessary and deemed safe to do so, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel. (Incident Commander should wait for verification or all clear of additional threats of explosion from first responders)
10. The Facilities Team will notify the appropriate utility company of damages.
11. The Incident Commander (or his/her designee) will notify the District

Superintendent and Maintenance and Operations of the situation.

12. The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.

The Incident Commander (or his/her designee) will issue other instructions as needed.

Scenario 2: Explosion or Threat of Explosion in Surrounding Area

1. The Incident Commander (or his/her designee) will order SHELTER IN PLACE.
2. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
3. Incident Commander (or his/her designee) will instruct all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
4. The Incident Commander (or his/her designee) will issue other instructions as needed.
5. All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

Scenario 3: Bomb Threat on School Property

Treat each and every bomb threat seriously. Bomb threats are most often received by telephone, email, text message, social media, handwritten notes, and writings on objects, walls, or structures.

1. The Incident Commander (or his/her designee) will initiate appropriate Response Actions, which may include DUCK, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Incident Commander issues the EVACUATION OF BUILDING action, the front office secretary (if possible) will forward the site's main phone line to the pre-recorded emergency outgoing message. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the assembly area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
3. If the bomb threat is specific to an area, that information will be relayed to students and staff so that evacuation routes may be altered and secondary routes will be used. It is imperative, while evacuating, to look for suspicious packages or secondary Improvised Explosive Devices (IED's)
4. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
5. Incident Commander (or his/her designee) will instruct (if possible) all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all

students to turn off their cell phones until further notice.

6. If necessary, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).
7. The Facilities Team will notify the appropriate utility company of damages.
8. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.
9. The Incident Commander (or his/her designee) will issue other instructions as needed.

Received Telephone Bomb Threats

Treat each and every bomb threat seriously.
In the event a bomb threat is received via telephone, it is imperative the receiving caller keep the suspect on the telephone line as long as possible, listen carefully, ask key questions, and complete the Bomb Threat Checklist.
Bomb threats received by phone:

1. Remain calm
2. Keep the caller on the line for as long as possible
3. DO NOT HANG UP, even if the caller does
4. Listen carefully
5. Be polite and show interest
6. Try to keep the caller talking to learn more information
7. If possible, write a note to a colleague to call the authorities
8. If your phone has a display, copy the number and/or letters on the window display
9. Complete the Bomb Threat Checklist immediately
10. Write down as much detail as you can remember
11. Try to get exact words
12. Immediately upon termination of the call, do not hang up, but from a different phone, contact Law Enforcement immediately with information and await instructions.

Ask the following key questions:

1. How many bombs are there?
2. Where is the bomb(s) located? (Building, Floor, Room, etc.)
3. When will it go off?
4. What does it look like?
5. What kind of bomb is it?
6. What will make it explode?
7. Did you place the bomb(s)? (Yes / No)
8. Why?
9. What is your name?

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police 1-877-4 FPS 411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No
- Why? _____
- What is your name? _____

Exact Words of Threat:

_____

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
☐ Accent	☐ Animal Noises	☐ Incoherent
☐ Angry	☐ House Noises	☐ Message read
☐ Calm	☐ Kitchen Noises	☐ Taped
☐ Clearing throat	☐ Street Noises	☐ Irrational
☐ Coughing	☐ Booth	☐ Profane
☐ Cracking voice	☐ PA system	☐ Well-spoken
☐ Crying	☐ Conversation	
☐ Deep	☐ Music	
☐ Deep breathing	☐ Motor	
☐ Disguised	☐ Clear	
☐ Distinct	☐ Static	
☐ Excited	☐ Office machinery	
☐ Female	☐ Factory machinery	
☐ Laughter	☐ Local	
☐ Lisp	☐ Long distance	
☐ Loud		
☐ Male		
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Other Information: _____

Homeland Security

Suspicious Object / Package / Device

Suspicious packages on school grounds are objects, packages, and/or devices, where the identity of the owner are not known coupled with suspicion that the object, package, or device may pose a threat to the school. Police should be immediately notified and are responsible for investigation of the suspicious object, package, or device. If needed, police will notify the Explosive Ordnance Disposal for further investigation or detonation of the object.

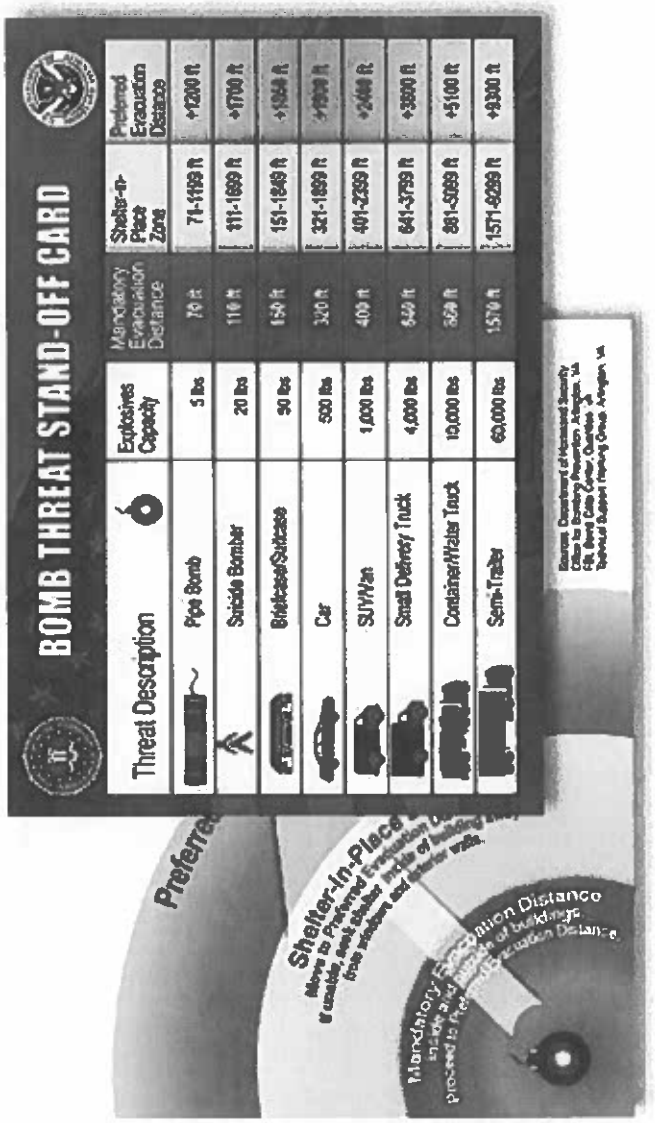
When a suspicious object is located these principals should be immediately applied:

1. Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. Evacuate all classes within effected area away from suspicious object.
2. Contain – If possible, set up a perimeter around the suspicious object a safe distance away. Attempt to keep students and staff from entering the affected area.
3. Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area.

DO NOT

1. Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb
2. Touch or move suspicious packages
3. Activate the fire alarm

Refer to the chart below from Homeland Security for bomb threat stand-off distances.



BOMB THREAT STAND-OFF CARD

Threat Description	Explosives Capacity	Mandatory Evacuation Distance	Shelter-in-Place Zone	Preferred Evacuation Distance
Pipe Bomb	5 lbs	70 ft	71-1199 ft	+1200 ft
Suicide Bomber	20 lbs	110 ft	111-1699 ft	+1700 ft
Briefcase/Suitcase	50 lbs	150 ft	151-1849 ft	+1850 ft
Car	500 lbs	320 ft	321-1899 ft	+1900 ft
SUV/Van	1,000 lbs	400 ft	401-2399 ft	+2400 ft
Small Delivery Truck	4,000 lbs	640 ft	641-3799 ft	+3800 ft
Container/Water Truck	10,000 lbs	860 ft	861-5099 ft	+5100 ft
Semi-Trailer	60,000 lbs	1570 ft	1571-6299 ft	+6300 ft

Source: Department of Homeland Security
Office for Bombing Prevention, Arlington, VA
FBI, Bomb Data Center, Quantico, VA
National Bomb Squad Training Group, Arlington, VA

Preferred

Shelter-In-Place Zone
Move to Preferred Evacuation Distance if outside, seek shelter inside of building away from windows and exterior walls.

Mandatory Evacuation Distance
In the area between the Mandatory Evacuation Distance and the Preferred Evacuation Distance proceed to the inside of buildings.

Intruder on School Grounds

An intruder on school grounds is defined as an unknown, unauthorized, and/or unwanted subject on school grounds that MAY or MAY NOT pose a threat to the school. The person no justification for being on the school campus. Intruders are committing the crime of Criminal Trespass.

If the person does not appear to be a threat and you feel comfortable approaching the person(s), you should consider the following:

1. Take another staff member with you prior to contacting the intruder
2. Advise someone in the office that you are going to contact the intruder
3. Have a form of communications, such as a 2-way radio so you can provide updates
4. Have the intruder kept under constant covert surveillance
5. Approach and greet the intruder in a polite and non-threatening manner.
6. Identify yourself as a school official.
7. Ask the intruder for identification.
8. Ask the intruder for their purpose for being on the school campus
9. If they have justification for being on campus direct them to the office for assistance

If the intruder does not have a justification to be on the campus, you should consider the following:

1. If the intruder is not armed or threatening, advise the intruder of the trespass laws.
2. Immediately ask the intruder to leave and instruct them to the nearest exit point.
3. Escort the intruder off school grounds
4. Notify the office / School Administration so that they can assess and monitor the situation.
5. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
6. If the intruder gives no indication of voluntarily leaving the premises, notify Police and School Administration.

If the intruder is armed or threatening, you should do the following:

1. Retreat to a position of safety
2. Immediately notify the office / School Administration
3. Initiate a School Lockdown
4. Call 9-1-1 or have another person call for you

Active Shooter

Announce:

"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation.

Implement LOCKDOWN procedures immediately. This is not a drill."
-REPEAT-

Active shooting situations can happen anywhere and without warning. They are unpredictable and evolve quickly. Active shooters generally begin shooting at a number of people without warning. The motives for their behavior can range from rage or vengeance to mental dysfunction. The random nature of active shootings means that threats cannot be predicted, only responded to. This leaves government, public and private institutions vulnerable to serious or violent crime.

To stop the shooting and mitigate harm requires the immediate action and rapid deployment of law enforcement to contain the situation. However, active shooter situations are often over within 10 to 15 minutes before law enforcement arrives on the scene. How you respond to an active shooter will be dictated by the specific circumstances of the encounter. If an active shooter situation occurs at a school, staff members should try to remain calm and use the following procedures to help the site administrator plan a strategy for survival.

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students and staff in a secure area away from the active shooter or **EVACUATION** procedures to remove students and staff from danger. Safety and survival must always be the foremost considerations.

When Law Enforcement Arrives:
The role of law enforcement is to stop the active shooter as soon as possible. Officers proceed directly to the area in which the last shots were heard. Officers usually arrive in teams of four, wearing either regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns, or handguns. They may use pepper spray or tear gas to control the situation. And they may shout commands and may push individuals to the ground for their safety.

The first officers to arrive to the scene will not stop to help injured people. Their task is to proceed immediately to the shooter/threat and then help you. You may need to explain this to others in order to calm them.

Until the area is secured, you may have to treat the injured as best you can. Remember basic First Aid: for bleeding, apply pressure and elevate. Items that can be used for this purpose include clothing, paper towels, feminine hygiene products, newspapers, etc.

Expect rescue teams comprising additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured person. They may also call upon able- bodied individuals to assist in

removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned.

Do not leave the safe location or assembly point until law enforcement authorities have instructed you to do so.

Training for an Active Shooter Situation
To best prepare individuals for an active shooter situation, refer to elements of this Emergency Plan and conduct training exercises. Together, the Emergency Plan and training exercises will help develop an effective response and minimize loss of life. Key training elements for an Active Shooter situation include this Active Shooter Section, the **LOCKDOWN** and **EVACUATION** sections, evacuation maps and route assignments, bomb threat, death of student or staff, fire on site, hostage situation, kidnapping, missing student, suspicious package, and toxic agent.

Preparing for an Active Shooter Situation
In addition to training, there are preventive strategies schools can apply to help prepare for and respond better to an active shooter situation.

- Ensure that your facility has at least two evacuation routes.
- When posting evacuation routes, do not list the names of the office holders. Listing names (e.g., Mrs. Robbins) can give intelligence to someone planning an active shooter incident or hostage-taking event. Instead, use general titles, such as 3rd Grade.
- Include local law enforcement and first responders during training exercises.

PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR / YARD DUTY
1. Assume Incident Commander role. 2. Assess the situation. 3. Is the shooter in the school? 4. Has the shooter been identified? 5. Has the weapon been found and/or secured? 6. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of the situation. 7. Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate. 8. Initiate LOCKDOWN, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room. a. Your hiding place should: i. Be out of the active shooter's view. ii. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door). iii. Not trap you or restrict your options for movement. b. To prevent an active shooter from entering your hiding place: i. Lock the door. ii. Blockade the door with heavy furniture (keeping in mind that doors open outward and the gain of blockade efforts is that it will serve as an impediment to access). c. If the active shooter is nearby:	1. Be vigilant of shooter(s); report this activity to Principal's office.	1. Call 911. Be ready to provide location, status of campus, and all available details of the situation. 2. Notify Superintendent's office. 3. Follow Lockdown or Evacuation procedures as directed by the Site Administrator. Follow personal safety procedures listed in Site Administrator column as steps 2 through 7. 4. As a last resort, and **only** when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by: • Acting as aggressively as possible against him/her. • Throwing items and improvising	2. If shooter(s) is/are observed, report to Principal's office.

	i. Lock the door. ii. Silence your cell phone or pager. iii. Turn off any source of noise (e.g., radios, televisions). iv. Hide behind large items (e.g., cabinets, desks). v. Remain quiet. d. If evacuation and hiding out are not possible: i. Remain calm. ii. Dial 911, if possible, to alert police to the active shooter's location. iii. If you cannot speak, leave the line open and allow the dispatcher to listen. 9. If there is an accessible escape path, consider initiating EVACUATION, and attempt to evacuate the premises. a. Have an escape route and plan in mind. b. Evacuate regardless of whether others agree to follow. c. Leave your belongings behind. d. Help others escape if possible. e. Prevent individuals from entering areas where the active shooter may be. f. Follow the instructions of any police officer. g. Keep your hands visible. h. Do not attempt to move wounded people. i. Call 911 once you are safe.		weapons 5. Once the situation is neutralized, initiate automated emergency phone message regarding status of emergency including evacuation information.		

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
10. Make public address announcement. Instruct teachers and staff to immediately LOCKDOWN and EVACUATE, as determined in steps 2 through 7. 11. Contact school resource office or other security personnel and provide available information. 12. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement. 13. As a last resort, and **only** when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by: a. Acting as aggressively as possible against him/her. b. Throwing items and improvising weapons. c. Yelling. 14. When able, alert Superintendent's office. 15. Access the "Site Office/First Responder's Emergency Bag," in			

	order to provide fire officials and/or law enforcement with maps and keys. 16. Provide whatever assistance law enforcement requires entering the school. a. Be prepared to provide building names, the number, location, and the physical description of the active shooter or shooters (e.g., weight height, race, gender, clothing color and style, etc.), the number and type of weapons held by the shooter(s) (e.g., handgun, rifle, shotgun, explosives), and the number of potential victims at the site. 17. According to site communication plan, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.			

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/YARD DUTY
18. Once situation has been neutralized, initiate EVACUATION or ALL CLEAR procedures as directed by law enforcement. 19. Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including EVACUATION information if applicable. 20. Once situation is neutralized, ensure injured students and staff members receive medical attention. 21. According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons. 22. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon. 23. Keep crime scene secure. 24. Meet law enforcement at Incident Command Post. 25. If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Request victim identification and transport information. Complete tracking for School Site Incident Commander. Only			

Coroner, Police Chaplain, or other public official should deliver official notification of deceased persons. 26. Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath. 27. Arrange for immediate crisis counseling for students and staff. 28. Debrief with all school staff, even if they were not present on campus during the incident. 29. Provide informational updates to staff, students, and their families during the following few days.				

Should a student or staff member perish in an active shooter situation:

1. Do not do anything without first consulting with law enforcement officers.
2. If and when directed by law enforcement officers, refer to the section of this plan entitled Death of Student or Staff for guidance.

TEACHER/STUDENT

1. If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security.
2. If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately.
3. Follow procedures for **LOCKDOWN** or **EVACUATION** as directed by Site Administrator/Incident Commander.
4. Quickly determine the most reasonable way to protect your own life. Remember that students and site visitors are likely to follow the lead of teachers and administrators during an active shooter situation.
5. If there is an accessible escape path, initiate **EVACUATION**, and attempt to evacuate the premises.
   a. Have an escape route and plan in mind.

b. Evacuate regardless of whether others agree to follow.
c. Leave your belongings behind.
d. Help others escape of possible.
e. Prevent individuals from entering areas where the active shooter may be.
f. Follow the instructions of any police officer.
g. Keep your hands visible.
h. Do not attempt to move wounded people.
i. Call 911 once you are safe.

6. If **EVACUATION** is impossible, initiate **LOCKDOWN**, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room.
   a. Your hiding place should:
      i. Be out of the active shooter's view.
      ii. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door).
      iii. Not trap you or restrict your options for movement.
   b. To prevent an active shooter from entering your hiding place:
      i. Lock the door.
      ii. Blockade the door with heavy furniture (keeping in mind that doors open outward and the gain of blockade efforts is that it will serve as an impediment to access).
      iii. If the active shooter is nearby:
      iv. Lock the door.
      v. Silence your cell phone or pager.
      vi. Turn off any source of noise (e.g., radios, televisions).
      vii. Hide behind large items (e.g., cabinets, desks).
      viii. Remain quiet.
   c. If evacuation and hiding out are not possible:
      i. Remain calm.
      ii. Dial 911, if possible, to alert police to the active shooter's location.
      iii. If you cannot speak, leave the line open and allow the Dispatcher to listen.
7. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by:
      i. Acting as aggressively as possible against him/her.
      ii. Throwing items and improvising weapons.
      iii. Yelling.

AFTER CRISIS HAS BEEN NEUTRALIZED

TEACHER/STUDENT

1. Follow procedures for EVACUATION as directed by law enforcement and/or Site Administrator.
   a. Remain calm and follow the law enforcement officer's instructions.

b. Put down any item in your hands (e.g., bag, jacket).
c. Immediately raise your hands and spread your fingers to allow the officers to see that your hands are empty and that you are not a threat.
d. Keep your hands visible at all times.
e. Avoid making quick movements toward officers, such as attempting to hold on to them for safety.
f. Avoid pointing, screaming, or yelling.
g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

2. The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults.
3. If necessary, the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.
4. Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor.

All staff will participate in staff debriefings.

Hostage Situation

Staff and students should sit quietly if they are in this situation. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin fleeing from danger.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

If the intruder speaks to you or to your students, answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the intruder as being directed at him or her.

Students should be taught to respond by themselves when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, flee from danger and STAY CALM.

If and when possible, call 9-1-1 and then School Administration.

Unrest (Riot)

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved and/or other significant threats are anticipated, do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

Onsite

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION
2. Staff should attempt to isolate perpetrator from students, if it is safe to do so.
3. The Incident Commander (or his/her designee) will call "911" and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. If the perpetrator is a student, DO NOT notify the family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Security Team will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Off-Site

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING
2. The Incident Commander (or his/her designee) will call "911" and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
3. If approached by perpetrator (s) and immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm,

talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate.

4. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
6. Refer media inquiries to the designated Public Information Officer.
7. The Security Team will control all points of entry.
8. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Power Outage / Black Out

In the event of loss of utilities at the school site, the following procedures should be implemented:

1. Upon notice of loss of utilities the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.
2. The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.
3. If the Incident Commander (or his/her designee) issues the EVACUATE BUILDING command evacuate using prescribed routes or other safe routes and proceed directly to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student Attendance/ Release Team of missing students.
4. The Incident Commander (or his/her designee) will notify District Superintendent of the loss of utility service.
5. The Facilities Team will implement the following plans in the event normal utilities are disrupted.

Child Abduction / Suspected Child Abduction

1. Do a PA all-call for student, have staff physically search site (who might still be on school grounds). Have clerical check sign out sheet in front office.
2. Call classroom teacher. Confirm what student was wearing and how student goes home each day. Ask for list of closest friends.
3. Confirm with ALL parents / guardians that no one had permission to pick-up child.
4. Call emergency contacts listed on emergency form. Call friends to see if student went home with someone without parental permission.
5. Contact Police Department/SRO. Give description of child/clothing. Have a picture available to email/fax whenever possible. Notify District Office (Superintendent's office).

6. If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.
7. Remain at school site until student is located. Notify Police Department/SRO, District Office, etc. once student is located.

Note:

A. If student has been abducted, immediately call 911 and report the incident.

B. Have secretary call Superintendent's office to report the incident.

C. Keep witnesses at site to be interviewed by Police Department/SRO.

D. If you have multiple witnesses, separate them and do not allow them to talk about the abduction.

Threat Assessment

Threat Assessment Process

A threat is an expression of intent to harm someone. If a student has intentionally engaged in harassment, threats, or intimidation against school personnel or pupils that clearly disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (EC 48900.4) that student should be subject to a threat inquiry process.

Threats may be spoken, written, or gestured. Threats may be direct or indirect and need not be communicated to the intended victim or victims. Any threat expressed through electronic means, including a message, text, sound, or image by means of an electronic device (ED Code 32261g) will be treated like any other threat that impacts the school environment. Weapons possession is presumed to be a threat unless circumstances clearly indicate otherwise. When in doubt, assume it is a threat.

Continuum of Threats

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

The Process

If the threat is transient and easily mitigated, take appropriate action

- Resolve the threat through explanation or apology
- Provide counseling and education as needed
- Administer discipline if appropriate

If the threat is substantive, take appropriate action
**NOTE: All threats involving weapons should be considered substantive. If the threat is serious substantive, take appropriate action.

- Take precautions to protect victims
- Notify intended victim and victim's parents
- Discipline student for threat
- Determine appropriate intervention for student (counseling/mediation)
- Verify that threat has been resolved and interventions are in place

- District-level staff may involve district psychologist, law enforcement, legal counsel, human resources personnel, or special education director

Tarasoff Warning

A Tarasoff warning (Tarasoff v. Regents of the University of California, 1976) requires authorities to notify a potential victim in the event of a substantive threat. This is known as "The duty to protect" in which the CA Supreme Court ruled, "The protective [confidentiality] privilege ends where public peril begins."

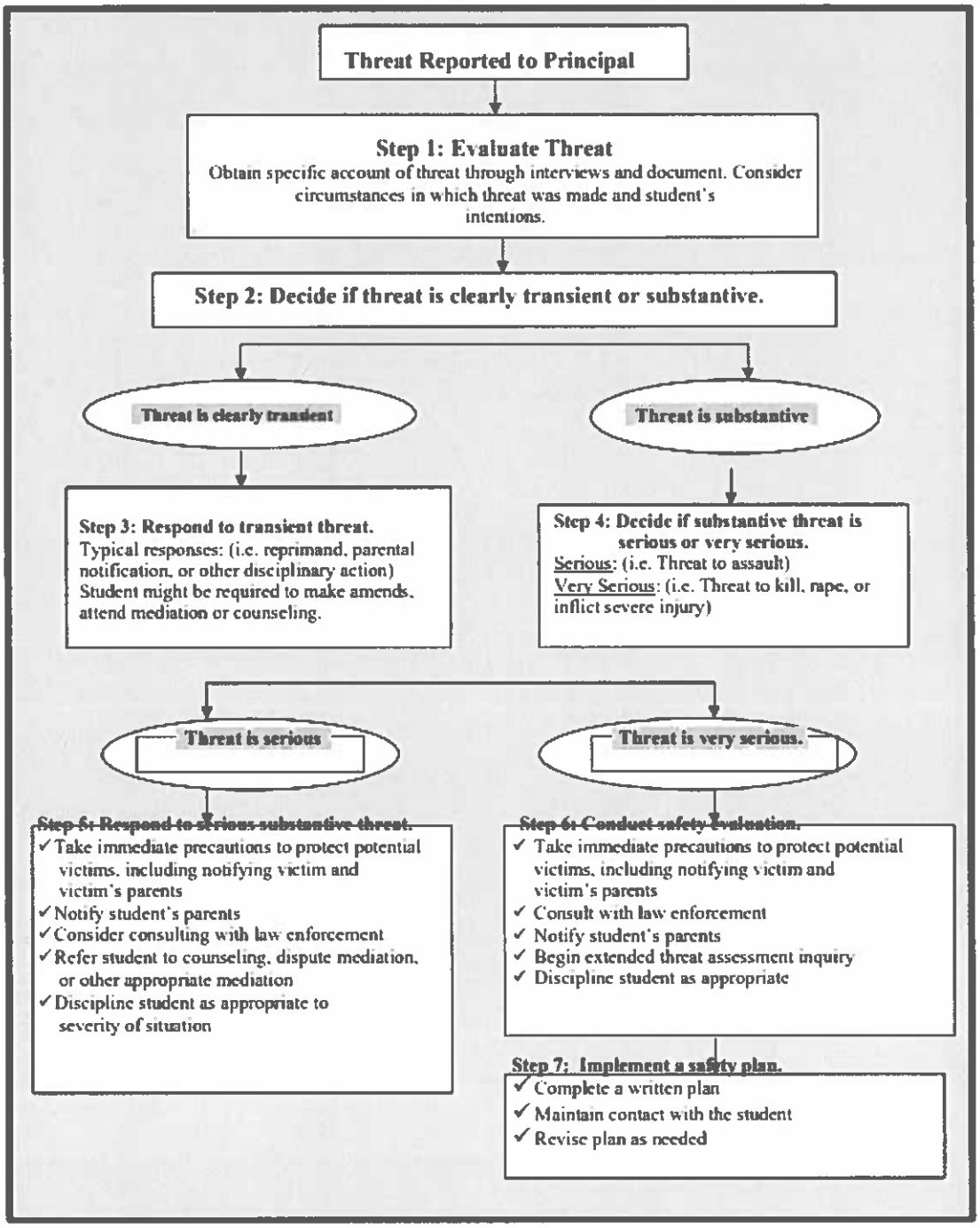
Respond to very serious substantive threat by including district level administrators in the threat inquiry process.

Tarasoff Guidelines

- Clearly state in all behavior code documents that, "All threats will be taken seriously. You will be informed if your student makes or receives a credible threat"
- Only warn if the threat is specific and substantive
- Immediately contact parents of all students involved
- Safety trumps confidentiality, but share only what is necessary

Wright, Diana Browning. "Legally Sound, Effective Guidelines for Responding to Student Threats of Violence: A Team A.R.M.S. Approach." www.dianabrowningwright.com

THREAT INQUIRY PROCESS



Threat Assessment Procedures for Suspected Self-Harm and Questions for Administrators

Typical Initial Interview Questions

1. Do you know why I wanted to talk with you?
2. What happened today when you were [place of incident]?
3. What exactly did you say and do?
4. What did you mean when you said/did that?
5. How do you think [person threatened] feels about what you said?
6. What was the reason you said that?
7. What are you going to do now?

Witness Questions

1. What happened today when you were [place of incident]?
2. What exactly did [student who made threat] say and do?
3. What do you think he/she meant?
4. How do you feel about what he/she said?
5. Why did he/she say that?

After asking the student and any witness the above listed questions then you would determine if the threat is transient or substantial. When determine if the threat is substantial the critical issue is not what the student threatened to do, but whether the student intended to carry out the threat. When in doubt treat the threat as substantial.

Transient Treats

- Often are rhetorical remarks, expressions of intent to harm.
- At worst express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually ends with an apology or clarification

Substantial Threats

- Express intent to physically injure someone beyond immediate situation.
- There is at least some risk based on information gathered that the student will carry out the threat.
- Require that you take protective action, including that you warn intended victim and parents.
- May be legal violations and require police consultation.
- When in doubt, treat the threat as substantive.

Response to a transient threat

- No need to take safety precautions.
- See that threat is resolved through explanation, apology, making amends.
- Provide counseling and education when appropriate.
- Administer discipline if appropriate.

If the threat is not transient, then conduct a safety evaluation (threat assessment).

- Safety evaluations conducted by team (Admin & School Psych) – examines 11 areas.
- Admin takes notes while school psychologist asks questions.
- After interviewing the child the team (Admin. & school Psych) determines next steps.
- Follow up with action plan and report.
- Notify parent and teachers about the safety evaluation.

Some possible response to serious substantial threats

- Take precaution to protect potential victims.
- Specifically warn victims and parents.
- May consult with law enforcement.
- Notify and interview the student who made the threats parents.
- If needed recommended that the parents take the child to the doctor or emergency room for further psychological evaluation.
- Notify the student's teachers about the threat and anything they need to watch for going forward.
- Discipline student for threat if appropriate.
- Determine appropriate intervention for student, such as counseling or dispute mediation.
- Follow up to verify that the threat has been resolved and intervention in progress.

Drill Dates

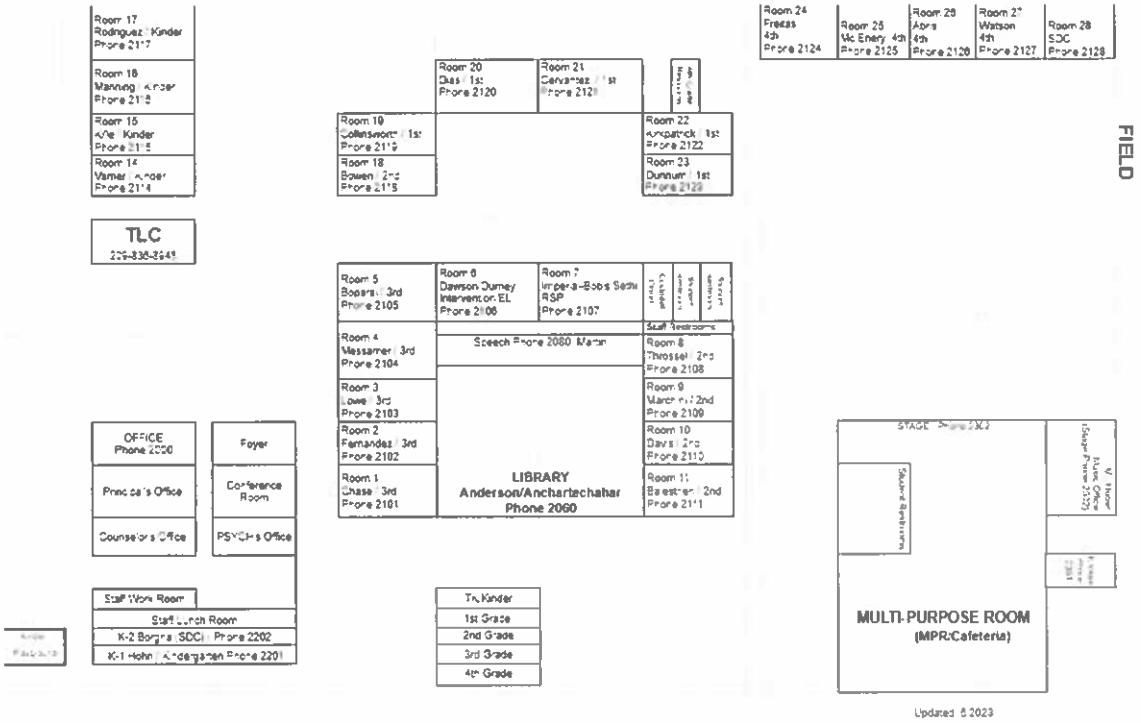
Drill Type	Month Scheduled	Date (Will be) Held
Fire Drill	**August 2023**	**8/10/2023**
Fire Drill	**September 2023**	**9/14/2023**
Earthquake	**October 2023**	**10/19/2023**
Fire Drill	**October 2023**	**10/6/2023**
Fire Drill	**November 2023**	**11/9/2023**
Lockdown Drill	**November 2023**	**11/27/2023**
Fire Drill	**December 2023**	**12/14/2023**
Shelter in Place Drill	**January 2024**	**1/11/2024**
Fire Drill	**January 2024**	**1/25/2024**
Fire Drill	**February 2024**	**02/7/2024**
Lockdown Drill	**March 2024**	**03/28/2024**
Fire Drill	**March 2024**	**3/7/2024**

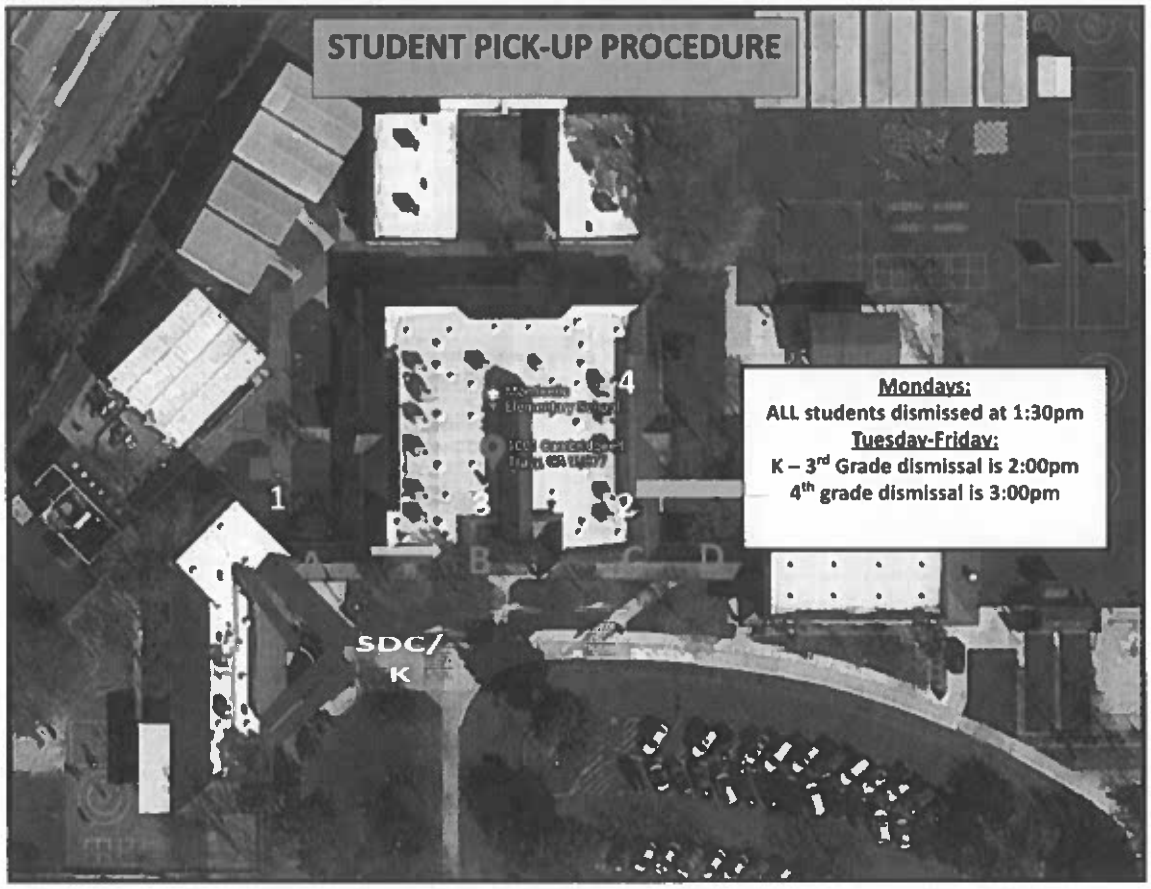
	Fire Drill	**April 2024**	**04/11/2024**
	Fire Drill	**May 2024**	**05/16/2024**

Campus Overview and Maps
(MAPS ARE REQUIRED)

Under the ***Campus Overview*** section - Enter the following:

- 664 Students
- Approximate Special Education Enrollment
- Approximately 75 staff members
- Approximately 230 bus riders
- School hours Kinder-4th grades, Monday – all students dismissed at 1:30 pm
- School hours Kinder- 3rd grades, Tuesday-Friday students dismissed at 2 pm
- School hours 4th grade, Tuesday-Friday students dismissed at 3 pm
- Cafeteria opens at 7:30 am for morning supervision
- Boys and Girls Club available from dismissal until 6 pm daily
- Tracy Police Department
- South County Fire Department





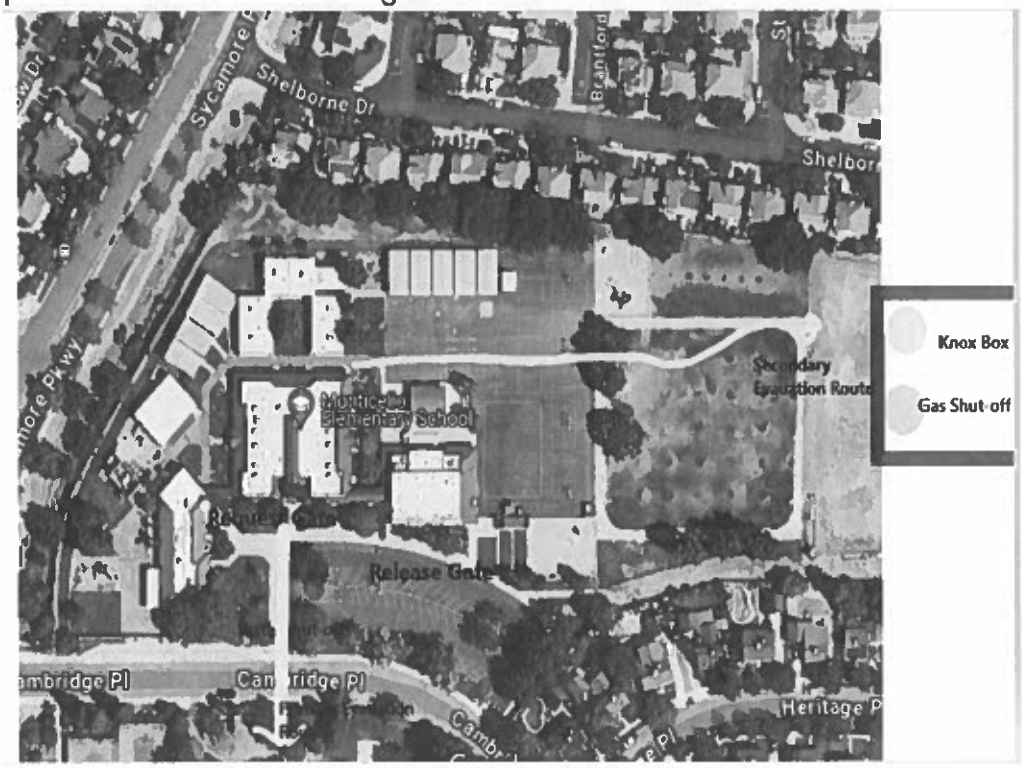
<u>The Monticello School's evacuation site:</u> Thoming Park
Address: Cambridge Place, Tracy CA
Location: Across the street from Monticello

<u>Monticello School's secondary evacuation site:</u> ACE Train Station
Address: Ace Train Station 4800 Tracy Blvd. Tracy, CA 95377
Location: Corner of South Tracy Blvd. and Linne Rd.

Every classroom is equipped with an emergency backpack that contains the follow:

- ☐ Backpack
- ☐ Clipboard
- ☐ Building Maps
- ☐ Flip Charts
- ☐ Department List–Personel
- ☐ Student Information Sheets
- ☐ Status Cards (Green for all clear, Red for missing student)
- ☐ Alcohol Prep Pads
- ☐ Antiseptic Wipes

	☐ Bandage 4 x 4 ☐ Band-aides ☐ Batties ☐ Candies for Diabetics ☐ CPR Breathing Barriers ☐ Duct Tape ☐ First-Aide Tape ☐ Flashlight ☐ Hand Soap/Sanitizer ☐ Ice Pack ☐ Kerlix Package ☐ Kleenex ☐ Masks ☐ Pencils ☐ Pens ☐ Scissors ☐ Solar Blanket ☐ Tampons/Feminine Pads ☐ Tweezers ☐ Tourniquets ☐ Vinyl Gloves ☐ Water Emergency Radios are located in the office. Under the ***Fire Defensibility*** section – enter the following: • School Built: 1990 • Building Material: Stucco, concrete • Defensible space: There is over 100 feet of defensible space between the open field to the east of the campus and the nearest building • Temporary classrooms: 9 • Topography: Monticello has neighborhoods on three sides and a park on the fourth side. We are located in the San Joaquin Valley in the city of Tracy, California.

Evacuation	Under the ***Evacuation and Emergency Areas Maps*** section insert both the school Onsite Evacuation Route and Emergency Map and the school Offsite Evacuation Route and Emergency Map. Under **On*site Evacuation Route and Emergency Map*** subtitle, upload your site map that contains the following:  ***Offsite Evacuation Route and Emergency Map*** • Primary Evacuation Site: Edgar Thoming Park. Students will cross Cambridge Place to the primary evacuation site • Secondary Evacuation Site: ACE Train Station. If the primary evacuation site is unavailable, students will exit the school grounds through the back of the school and walk south on Tracy Blvd to the ACE Train Station (Approximately 1 mile)

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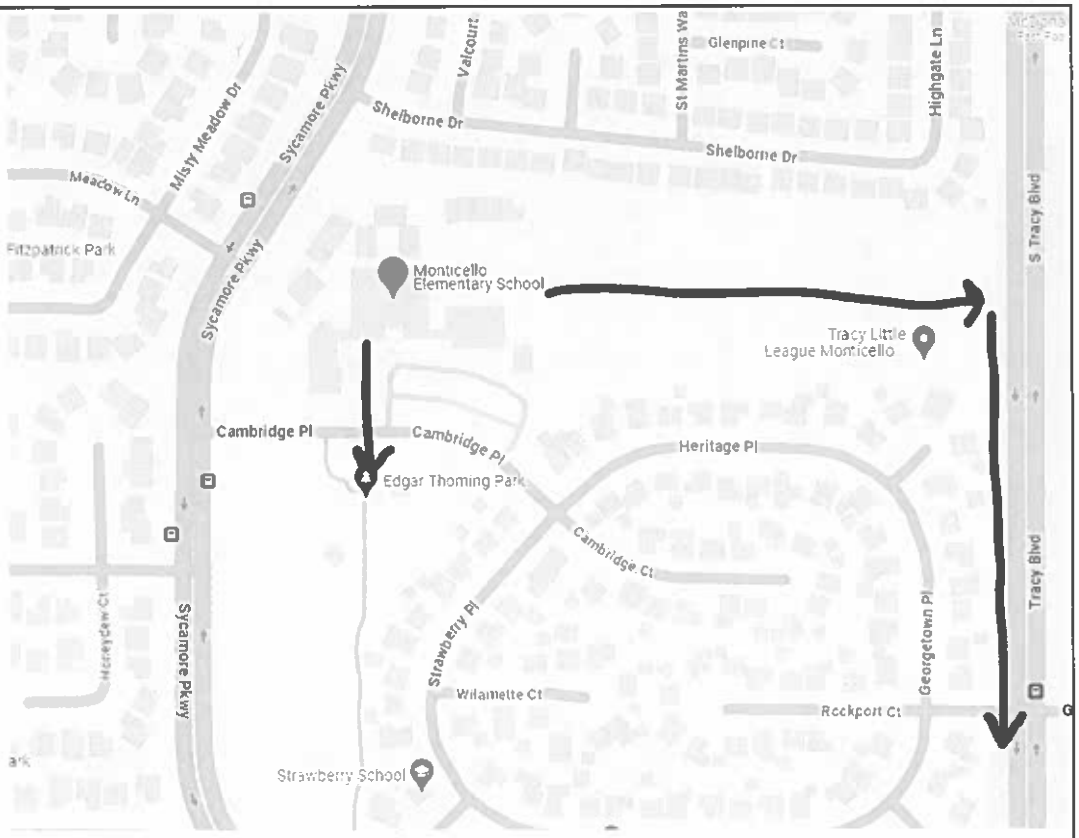
<td> 
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<tr>
<td>Incident Command Team Organizational Chart AND Incident Command Team Personnel</td>
<td>Incident Command System (ICS)

The Incident Command System is responsible for site specific emergency response activities. School administrators and staff members need to have knowledge of ICS in the event ICS is activated.

ICS is a standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.

General Staff

To maintain span of control, the Incident Commander may establish the following four Sections: Operations, Planning, Logistics, and Finance/Administration.</td>
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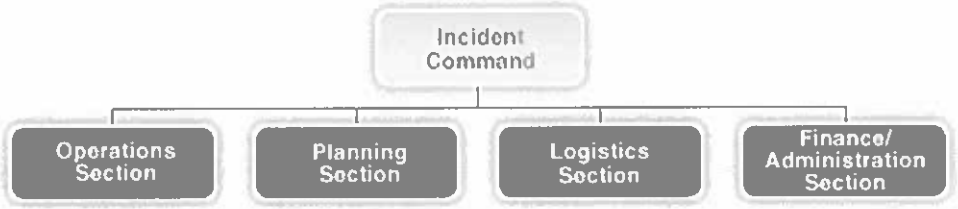


The General Staff report directly to the Incident Commander.

Remember . . . The Incident Commander only creates those sections that are needed. If a Section is not staffed, the Incident Commander will personally manage those functions.

Incident Commander's Overall Role

The Incident Commander must have the authority to manage the incident and be briefed fully. In some instances, a written delegation of authority should be established.

Personnel assigned by the Incident Commander have the authority of their assigned positions, regardless of the rank they hold within the school administration.

Incident Commander Responsibilities

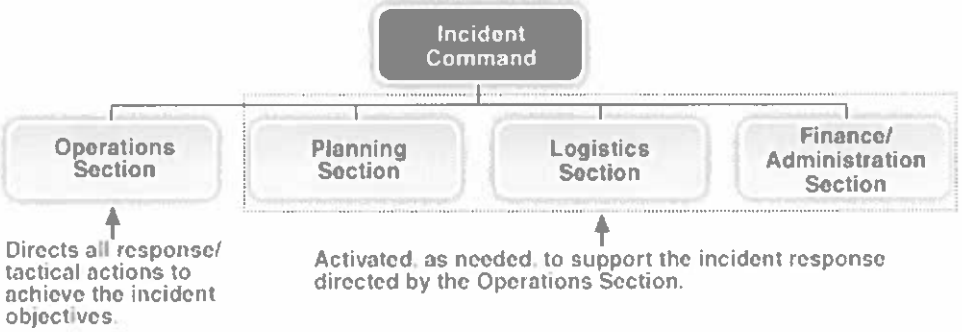
In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information services to internal and external stakeholders, such as parents.
- Establishing and maintaining liaison with other agencies participating in the incident.

The Incident Commander may appoint one or more Deputies. **Deputy Incident Commanders must be as qualified as the Incident Commander.**

General Staff Overview

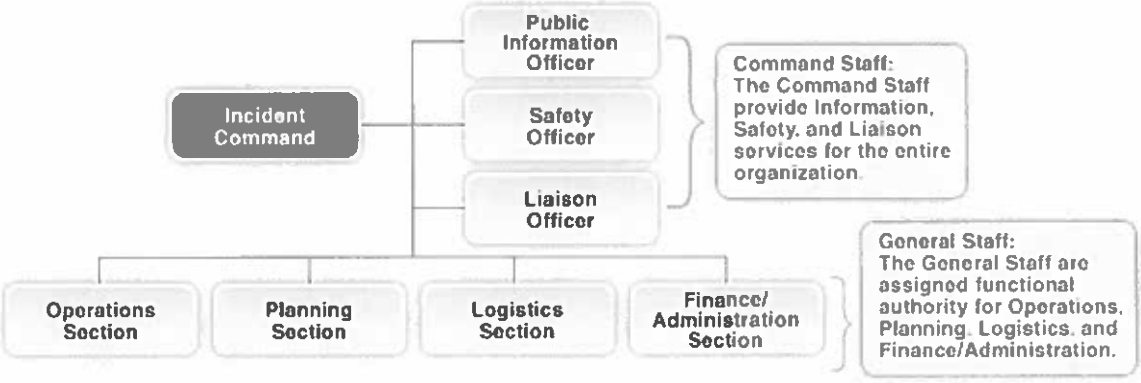
The General Staff overall responsibilities are summarized below:



In an expanding incident, the Incident Commander first establishes the Operations Section. The remaining Sections are established as needed to support the operation.

Expanding the Organization

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff. The Incident Commander will add positions only as needed.



Command Staff

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.

The Command Staff reports directly to the Incident Commander.

Operations Section Chief

Typically, the Operations Section Chief is the person with the greatest technical and tactical expertise in dealing with the problem at hand. The Operations Section Chief:

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.

Operations Section Chief's Role

I take direction from the Incident Commander. I'm responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that I organize, assign, and supervise all the tactical or response resources assigned to the incident. I would also manage the Staging Area, if one were established.

Operations Section: Single Resources

Single Resources are individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor. On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.

Operations Section: Teams

Single resources may be organized into teams. Using standard ICS terminology, the two types of team configurations are:

- **Task Forces** are a combination of **mixed resources** with common communications operating under the direct supervision of a Leader.
- **Strike Teams** include all **similar resources** with common communications operating under the direct supervision of a Leader.

Most school-based incidents typically use the terms, "Teams and Team Leaders." The terms Task Forces and Strike Teams comply with ICS common terminology and would be more easily understood by community-based responders.

School Incident "Strike Teams"

The Operations Section organization chart shows possible team assignments in a school incident. Each team would have a Team Leader reporting to the Operations Section Chief.

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Potential Operations Section Strike Teams

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search & Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for: • Setting up first aid area for students. • Assessing and treating injuries. • Completing master injury report.

		Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.
	Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • **Accounting for the whereabouts of all students, staff, and volunteers.** • Setting up secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
	Facilities & Security Response Team	The Facilities & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
	Crisis Intervention Team	The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters. This includes: • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief.
	Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Office on external messages.

Planning Section

The Incident Commander will determine if there is a need for a Planning Section and if so, will designate a Planning Section Chief. If no Planning Section is established, the Incident Commander will perform all planning functions. It is up to the Planning Section Chief to activate any needed additional staffing.

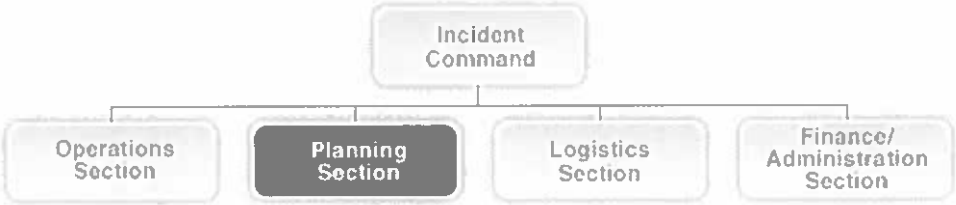
Planning Section Chief's Role

The Incident Commander will determine if there is a need for a Planning Section, and if so, will designate a Planning Section Chief. In a school incident, the Planning Section helps ensure responders have accurate information, such as the number of students remaining in the building. We can also provide resources such as maps and floor plans. In addition to developing plans, we can provide an invaluable service by recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.

Planning Section: Major Activities

The major activities of the Planning Section may include:

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.



Planning Section: Units

The Planning Section can be further staffed with four Units. In addition, Technical Specialists who provide special expertise useful in incident management and response may also be assigned to work in the Planning Section. Depending on the needs, Technical Specialists may also be assigned to other Sections in the organization.

- **Resources Unit:** Conducts all check-in activities and maintains the status of all incident resources. The Resources Unit plays a significant role in preparing the written Incident Action Plan.
- **Situation Unit:** Collects and analyzes information on the current situation, prepares situation displays and situation summaries, and develops maps and projections.
- **Documentation Unit:** Provides duplication services, including the written Incident Action Plan. Maintains and archives all incident-related documentation.
- **Demobilization Unit:** Assists in ensuring that resources are released from the incident in an orderly, safe, and cost-effective manner.

Logistics Section

The Incident Commander will determine if there is a need for a Logistics Section at the incident, and if so, will designate an individual to fill the position of the Logistics Section Chief.

The Logistic Section Chief helps make sure that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

Logistics Section Chief's Role

Logistics can make or break an incident response. I assist the Incident Commander and Operations Section Chief by providing the resources and services required to support incident activities. During a school incident, Logistics is responsible for ensuring that there are sufficient food, water, and sanitation supplies. We are also responsible for arranging buses for evacuations and communication equipment.

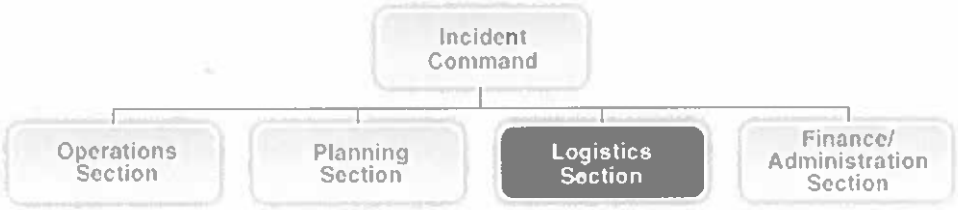
Logistics and Finance have to work closely to contract for and purchase goods and services needed at the incident.

Logistics Section: Major Activities

The Logistics Section is responsible for all of the services and support needs, including:

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.

- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to **incident personnel (not injured students)**.



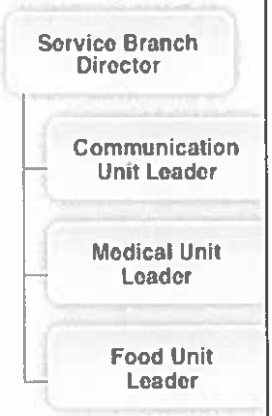
Logistics Section: Branches and Units

The Logistics Section can be further staffed by two Branches and six Units.

The titles of the Units are descriptive of their responsibilities.

Service Branch

The Logistics Service Branch can be staffed to include a:



- **Communication Unit:** Prepares and implements the Incident Communication Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
- **Medical Unit:** Develops the Medical Plan (ICS-206), provides first aid and light medical treatment for personnel assigned to the incident, and prepares procedures for a major medical emergency.
- **Food Unit:** Supplies the food and potable water for all incident facilities and personnel, and obtains the necessary equipment and supplies to operate food service facilities at Bases and Camps.

Support Branch

The Logistics Support Branch can be staffed to include a:

- **Supply Unit:** Determines the type and amount of supplies needed to support the incident. The Unit orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply Unit. The Unit maintains inventory and accountability of supplies and equipment.

- **Facilities Unit:** Sets up and maintains required facilities to support the incident. Provides managers for the Incident Base and Camps. Also responsible for facility security and facility maintenance services such as sanitation, lighting, and cleanup.
- **Ground Support Unit:** Prepares the Transportation Plan. Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.

Finance/Administration Section

The Incident Commander will determine if there is a need for a Finance/Administration Section at the incident, and if so, will designate an individual to fill the position of the Finance/Administration Section Chief.

Finance/Administration Section Chief's Role

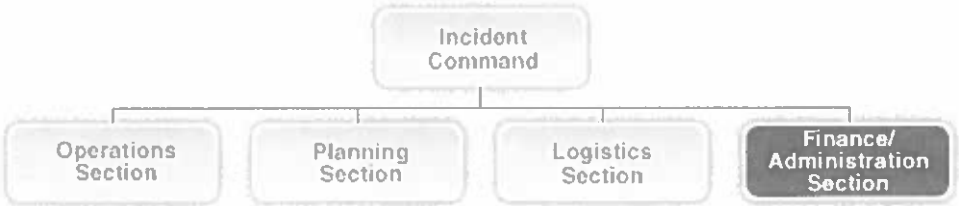
I'm the one who worries about paying for the response efforts. I'm responsible for all of the financial and cost analysis aspects of an incident. These include contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident. I work most closely with Logistics to be sure that we are able to contract for and procure the resources necessary to manage an incident.

Finance/Administration Section: Major Activities

The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

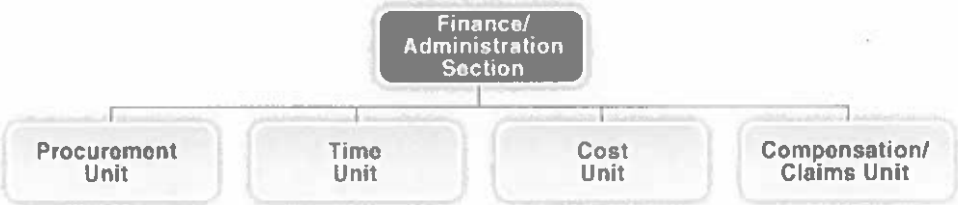
- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Note: On some incidents, the Finance/Administration function is not done at the incident scene but rather is handled by the school district.



Finance/Administration Section: Units

The Finance/Administration Section may staff four Units.



- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.

Training and Qualifying General Staff

Operations Section Chief	• Past experience as incident responder • Completion of ICS training • Ability to: o Size up the situation and make rapid decisions o Communicate clear directions o Balance response initiatives with safety concerns o Lead and motivate responders o Assess the effectiveness of tactics/strategies o Be flexible and modify plans as necessary
Planning Section Chief	• Completion of ICS training • Ability to: o Organize and analyze information o Write clear, accurate documents o Interpret diagrams and maps o Develop and present briefings o Use computer-based applications including databases and spreadsheets o Direct others in a crisis
Logistics Section Chief	• Completion of ICS training

	• Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.)
	• Ability to:
	  o Organize and prioritize resource requests
	  o Anticipate and plan for resource needs
	  o Maintain records and documentation
	  o Track resource requests
	  o Solve resource problems creatively
	  o Communicate effectively orally and in writing
	  o Direct others in a crisis

Finance/Administration Section Chief	• Completion of ICS training
	• Knowledge of workers' compensation, insurance claims, and contracting requirements
	• Ability to:
	  o Keep accurate accounting records
	  o Purchase/contract for needed resources
	  o Process insurance and workers' compensation claims
	  o Communicate effectively orally and in writing
	  o Direct others in a crisis

Unified Command

The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

Unified Command Benefits

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts.
- Better resource utilization.

Incident Commanders Work Together

When implemented properly, Unified Command enables agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Unity of command is maintained within the Operations Section. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.

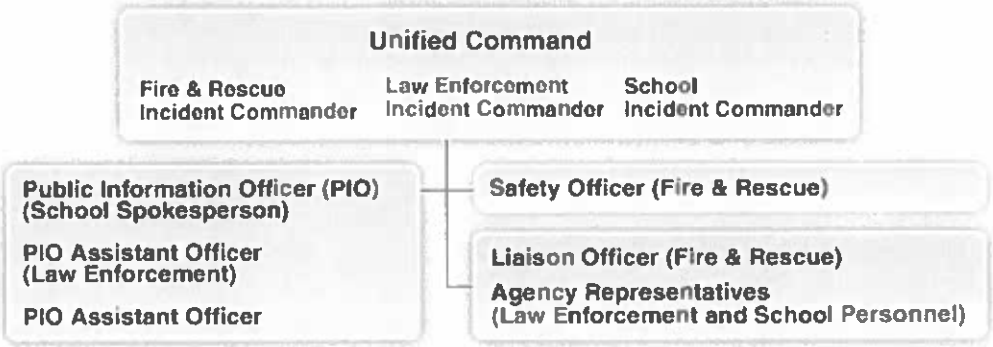
Unified Command and NIMS

NIMS encourages the use of Unified Command.

"As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework."

Single Integrated Incident Organization: Command Staff

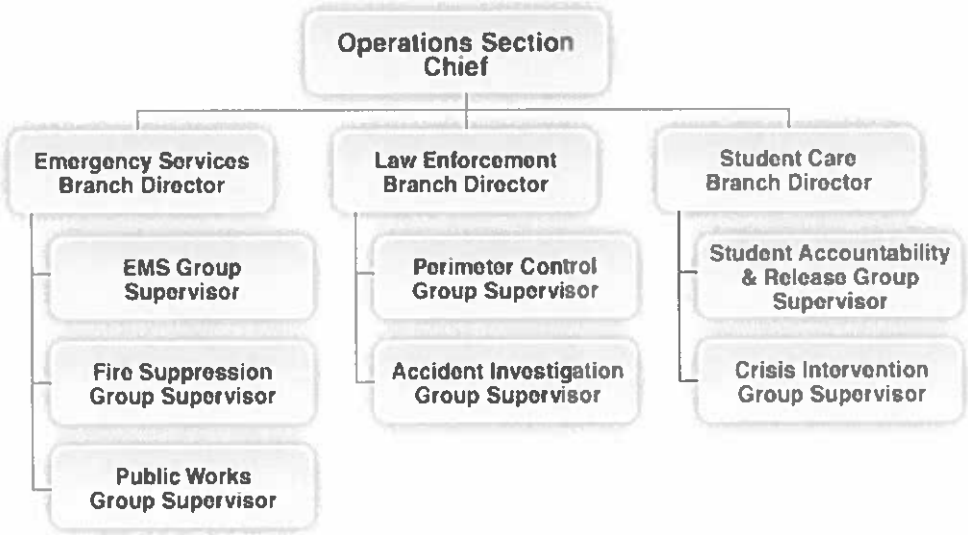
Unified Command results in a single integrated incident organization. Below is a sample Command Staff organizational chart for the school bus incident. Notice that personnel from the different agencies often are assigned as Assistant Officers.



Single Integrated Incident Organization: Operations Section

In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person

available. Below is a sample Operations Section organization chart for the school bus incident.



Site Disaster Response Team Members and Team Responsibilities

Position	Name	Title
Incident Commander	Tessa Bunch	Principal
Deputy Incident Commander	Peggi Johnson	Principal Secretary
Public Information Officer	Dr. Jim Bridges	Superintendent
Safety Officer	Nadine Dawson	Intervention Specialist
Liaison Officer	Michelle Zabaldo	School Clerk

Team Assembly Location/ Incident Command Center

Primary: School Office

Secondary: Multi-Purpose Room

Responsibilities

Incident Commander

- Direct activities/provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for, and request outside assistance
- Communicate with Superintendent

Deputy Incident Commander

- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures, if needed.

- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander

Public Information Officer
- Documents the course of the incident and records the response and timekeeping
- Generates public statements and update to community
- Oversees student attendance and release

Safety Officer
- Reports to Deputy Incident Commander
- Oversees the search and rescue, facilities and first aid

Liaison Officers
- Oversees/Receives reports from all Student Supervision Team, Student Attendance/Release Team, Facilities Team, and Crisis Response Team and provides updates from these areas to the Incident Commander and Public Information Officer.
- Provides updates from the incident command center to the various teams.

First Aid Team

The First Aid Team provides the immediate first aid treatments for injured students and staff while awaiting assistance from medical first responders (i.e. paramedics, EMT, etc.).

The following staff members are to be First Aid Team Leads for the following areas:

Name	Location
Peggi Johnson	School Office
Kim Anderson/Jeanine Archartechahar	Library
Lani Martin	Cafeteria

Team Assembly Location/First Aid

Primary: School Office

Secondary: Multi-Purpose Room

Responsibilities

- Places identifying tag on every injured individual that receives first aid or is brought in for first aid.
- Provides first aid treatment only until medical first responders arrive on site.
- Communicates status and needs to the site Safety Officer and Liaison Officers.
- Communicates status of injured individuals to medical first responders when they first arrive on site.
- Continues to provide first aid treatment in conjunction with medial first responders as needed.
- Annually maintains and restocks first aid kits when necessary.

Search and Rescue Team

The Search and Rescue Team provides fire suppression when appropriate and provides systematic searches for unaccounted students and/or staff. Staff members in the following room numbers are assigned to Search and Rescue:

The following staff members are assigned to the Search and Rescue Team and will initially meet in the areas indicated.

Team Leads

Name	Location
Nadine Dawson/Lynda Durney/Tessa Bunch	Room 24-28 / Back side of TLC / 4th grade bathrooms
Peggi Johnson	Rooms 14-23
Fabian Mederios-Perez /Tessa Bunch	Rooms 1-7/Library/Staff Restrooms near Library, Library
Neali Cordano	Kinder Classrooms/Office/TLC
Mario Aguirre	Rooms 8-11/Student Restrooms near Library/MPR/ MPR restrooms

Team Assembly Location/Search and Rescue

Primary: School Office

Secondary: Multi-Purpose Room

Responsibilities

- In teams of two, systematically sweeps through all site facilities and rooms in search of missing, hiding, injured, or trapped individuals.

- Communicates with Student Attendance/Release Team any individuals found in the course of the search.
- If safe to do so and the individual can be moved, aids in directing individual to the assembly area.
- Reports to Command Center and first responder unit, if appropriate, the results of the search and rescue activities.

Student Supervision Team

The Student Supervision Team oversees and supervises students while awaiting release to authorized guardians or release back to normal school and classroom operations.

Team Leads

Name	Location
Kindergarten ~ Laura Hohn	Room K-1
1-2 SDC~Gabiella Borgna	Room K-2
1st Grade ~ Rachelle Dunnum	Cafeteria
2nd Grade ~ Keri Balestreiri	Cafeteria
3rd Grade ~Jennifer Lowe	Library
4th Grade ~ Jamie Watson	Cafeteria

Responsibilities

- Oversees student activity in the evacuation zone.
- Keeps a calm environment in the evacuation zone.
- Maintains security of the assembly area to keep non District staff members out of assembly area and to keep students within the assembly area until released by the Student Release Team.
- Assists with maintaining attendance logs throughout incident.
- Documents any incidents within the student assembly area (student sneaking out, stranger entering the area, etc.)
- Communicates with Student Attendance/ Release Team to release students to leave assembly area for release to guardians.
- Checks identity of anyone seeking entry into the assembly area.
- Communicates with Liaison Officer to provide updates and to request supplies or assistance.

Student Attendance/Release Team

The Student Attendance/ Release Team, in conjunction with teachers, maintains a record of students accounted for throughout the duration of the emergency. The team also coordinates the release of students to authorized guardians and maintains documentation of student whereabouts and releases.

Team Members

Name	Title
Peggi Johnson	Principal Secretary
Michelle Zabaldo	Attendance Clerk
Mrs. Throssel / Mrs. Marchini– Grades 1, 2, & 4	Teachers
Mrs. Rodriguez – K, & 3	Teachers
Mrs. Borgna–SDC	Teacher

Responsibilities

- Interacts with Incident Command Team.
- Obtains reports of missing students from teachers. Gather Injury and Missing Persons report from each teacher and reports to Incident Command Team.
- Checks student emergency card for name of person(s) authorized to pick up student.
- Releases student only to an authorized person and verify with identification.
- Completes Student Release Logs

Facilities Team

The Facilities Team is responsible for shut off of all utilities (i.e. water, gas, electrical, etc.) as required by the nature of the emergency. The team is also responsible for facility assessment for safe occupation and damage assessments during the recovery phase of an emergency.

Name	Title
Mario Aguirre	Head Custodian
Don	Custodian
Fabian Medeiros-Perez	Custodian

Responsibilities

- Under the direction of the Safety Officer, check utilities in the event of a natural disaster and turn off all utilities as directed by the Incident Command Team.
- Check for and document any building damage following an emergency that may have caused damage to a building.

Security Team

The Security Team ensures the security of the facility (access into/out of) and is responsible for the school premise including the immediate surrounding streets to ensure access ways for first responders.

Name	Title
Scott Huber/Brittany Mayer	Music Teacher/4th Grade PE
Olivia Sanchez	Campus Aide
Aundrea Harvey	Instructional Aide
Diana Jennings	Food Service Clerk

Team Assembly Location

Primary: Cafeteria

Responsibilities

- Under the direction of the Deputy Incident Commander, maintains access into and out of site campus for first responders.
- Controls access into campus site and campus buildings when directed to do so.
- Continuously assesses situation inside and outside of campus to provide updates to Command Center via the Safety Officer.

Crisis Response Team

The Crisis Response Team will assist students in coping with emergency situations (e.g. earthquake, fire, death, suicide, or local, regional, or world events) until mental health service referrals can be arranged, if needed.

Name	Title
Ronnie Buchanan	School Counselor
Nicole Dutra	School Psychologist
Jennifer Maamo	School Therapist
Daisy Romo	School Behaviorist

Team Assembly Location

Primary: School Office

Alternate: Multi-Purpose Room

Responsibilities

	• Provides support to parents and students during and directly following an emergency situation to aid in maintaining calm. • Provides immediate support and counseling and refer students and/or parents to appropriate mental health services when available • Directs students and/or parents to mental health services when services are made available.
Emergency Notifications to Outside Entities	**Phone Calls to the following to the following entities:** • Valley Community Counseling • TPD
Emergency Notification Information	• Emergency: 9-1-1 • District Office: (209) 836-3388
Suspension and Expulsion Policies (REQUIRED)	**Suspension and Expulsion Policies** CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926 48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (r), inclusive: a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance. d) Unlawfully offered, arranged, or negotiated to sell any controlled substance. e) Committed or attempted to commit robbery or extortion. f) Caused or attempted to cause damage to school property or private property. g) Stolen or attempted to steal school or private property. h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications. i) Committed an obscene act or engaged in habitual profanity or vulgarity. j) Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

k) Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit sexual assault.
o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
        a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
        b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
        c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
        d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
    1. Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, or image

ii. A post on a social network Internet Web site including, but not limited to:
    1. Posting to or creating a burn page. "Burn page" means An Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
    3. Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    1. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
    2. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a) While on school grounds.
b) While going to or coming from school.
c) During the lunch period, whether on or off the campus.
d) During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:
The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular

circumstance:

a) Causing serious physical injury to another person, except in self-defense.
b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c) Unlawful possession of any controlled substance, as defined under Ed. Code.
d) Robbery or extortion.
e) Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion
The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
b) Brandishing a knife at another person
c) Unlawfully selling a controlled substance as defined by Education Code
d) Committing or attempting to commit a sexual assault as defined in the Education Code

48900.2.
In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3.
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

	48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. 48900.7. a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both. b. For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
Procedures for Notifying Teachers of Dangerous Pupils (REQUIRED)	**Staff Notification of Dangerous Students** EC 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate. At the start of every school year, teachers are notified at the first staff meeting of students that have committed a dangerous act.

Discrimination and Harassment Policy (REQUIRED)	**Sexual Harassment Policy** The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5137 - Positive School Climate) (cf. 5145.3 - Nondiscrimination/Harassment) The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant. (cf. 1312.1 - Complaints Concerning District Employees) (cf. 1312.3 – Uniform Complaint Procedures) (cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures) The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy. Instruction/Information The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include: 1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence. 2. A clear message that students do not have to endure sexual harassment under any circumstance. 3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained.

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Disciplinary Actions

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

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 – Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record

of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Procedures

1. The principal or designee shall provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing, bullying, or discriminatory behavior.

2. Any employee who observes discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior shall take immediate steps to intervene and report the incident to the principal, whether or not the victim files a complaint.

3. Upon receiving a complaint of discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior, the principal or designee shall immediately investigate using the site- level grievance procedures listed below under Informal Complaint Procedures.

   a. Where it is found that discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior has occurred, the principal or designee shall take prompt, appropriate action to end the behavior and address its effects on the victim.

   b. The principal or designee shall also advise the victim of any other remedies i.e. counseling that may be available.

   c. The principal or designee shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, sexual harassment, bullying (including cyber- bullying), or any hate-motivated behavior remains confidential, as appropriate.

Student to Student Bullying (Cyber-Bullying), Discrimination, Harassment, Hate Motivated Behavior, Sexual Harassment

Informal Complaint Procedures

1. The principal or designee shall:

   ✓ Counsel the alleged victim and outline options available.

   ✓ Obtain a factual written statement of the complaint (see form *Record of Student-to-Student Discrimination, Harassment, Sexual Harassment, Bullying (including cyber-bullying), or Hate Motivated Behavior*).

   ✓ Assist in a follow-up investigation, interviewing the accused,

witnesses, and supervisor as appropriate, and recommend the disposition of the complaint.

✓ Notify the Director of Human Resources and conduct an independent investigation into the allegations of discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate motivated behavior in a manner designed to respect the privacy of all parties concerned.

2. The principal or designee will review the factual information collected to determine whether the alleged conduct constitutes discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate-motivated behavior, giving consideration to the record as a whole and the totality of the circumstances, and the context in which the alleged incidents occurred.
3. The principal or designee will then take and/or authorize appropriate action and inform the Director of Human Resources about the investigation results. Any student who is found to have committed discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate-motivated behavior will be disciplined according to the nature and severity of the offense.
4. The complainant shall notify the District administrator if he/she is not satisfied with the informal resolution of the complaint and will be advised of the appeal process.
5. An informal resolution may occur at any time. Timelines may be extended by mutual agreement of the complainant and the District.
6. The informal complaint should be resolved by the principal or designee within 30 days of the date that the site administrator received the complaint.

Formal Complaint/Appeal Process

If the complainant is not satisfied with the site informal resolution, they may file a formal complaint within 15 days of terminating the informal process.

A written complaint shall be sent to the Director of Human Resources. The complaint should contain:

✓ the complainant's name, address, and home telephone number;

✓ the name of the student or employee who committed the alleged violation;

✓ a description of the alleged discrimination, harassment, sexual

	harassment, bullying (including cyber bullying), or any hate-motivated behavior;
School-Wide Dress Code Prohibiting Gang Attire (REQUIRED)	**DRESS AND GROOMING** In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed. The following guidelines shall apply to all regular school activities: **Jefferson School District** **DRESS CODE GUIDELINES** Jefferson District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities: 1. Clothing should be in good repair and reflect modest taste. 2. Students are to come to school dressed for learning and for playing. a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months. b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be tight fitting or shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips. c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed. d. Hats must be worn forward facing. 3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In

addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.

4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.
5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

Students who are considered to be in violation of the Jefferson School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.

b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.

c. Third offense and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.
2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.
3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.
4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.
5. Excessive clothing items (2 or more) of predominantly one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related

	apparel. The following consequences will be implemented for a violation of any one of the above: a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension. b. Second Offense: Parent/guardian conference and 1-5 day suspension. c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency. d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to a law enforcement agency. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066) The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)
Safe Ingress and Egress Procedures (REQUIRED)	**Procedures for Safe Ingress and Egress** Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. A. **Schools must include plans for:** 1. Identifying the population of people with disabilities. See student IEP, 504 or Individualized Student Health Plan. 2. Determining proper signage and equipment. 3. Training staff to assist individuals with disabilities. 4. Coordinating with emergency response personnel. B. **Planning**

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

C. **Evacuation Routes**

Refer to the attached school map at the conclusion of this document, which identifies evacuation routes during emergency evacuations. Staff members that have students with disabilities need to ensure those students receive proper evacuation.

D. **Traffic Route Map**

E. **Crossing Guards**

There is a crossing guard located at the intersection of Sycamore Parkway and Cambridge Place. A 2nd crossing guard is located at the intersection of Cambridge Place and Strawberry Pl/Heritage Pl.

F. **Students with Disabilities**

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move but lifting them may be dangerous. Some non ambulatory people also have respiratory complications. Carefully remove them from smoke or vapors if danger is immediate.

TEACHER/STUDENT

A. To alert visually-impaired individuals:
1. Announce the type of emergency
2. Offer arm for guidance
3. Tell person where you are going, obstacles you encounter
4. When you reach safety, ask if further help is needed

B. To alert individuals with hearing limitations:

	1. Turn lights on/off to gain person's attention -OR 2. Indicate directions with gestures -OR 3. Write a note with evacuation directions C. To evacuate individuals using crutches, canes or walkers: 1. Evacuate these individuals as injured persons 2. Assist and accompany to evacuation site, if possible -OR 3. Use a sturdy chair (or one with wheels) to move person -OR 4. Help carry individual to safety D. To evacuate individuals using wheelchairs: 1. Give priority assistance to wheelchair users with electrical respirators 2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options 3. Reunite person with the wheelchair as soon as it is safe to do
Safe and Orderly Environment (AKA Safe Schools Plan) – Goals Objectives and Action Steps (REQUIRED)	After conducting a comprehensive Risk Assessment and analyzing the data, school sites should develop **Goals, Objectives** and **Action Steps** which can be implemented throughout the year in order to improve school safety, security and emergency preparedness. Each site must include ***at least*** one (1) goal with objectives and actions steps for each of two components: **Component 1 – People and Programs:** By December of 2024 the goal is for 95% of students to be able to recite PAWS (Practice Respect, Accept Responsibility, Work Together, Safety First) and indicate, through a survey indicating their feeling of safety on the school campus. The goal is for 95% of students to feel safe on the Monticello campus. **Component 2 – Physical Environment:** By June of 2025, the Little League field east of Monticello will be removed to allow easier access for evacuation in the event of emergency.
Rules and Procedures on School Discipline (REQUIRED)	**School Discipline** A. **Statement of Rules and Procedures on School Discipline** **Education Code 44807:** "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning." B. **Notification to Students and Parents**

	Education Code 35291: 1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter. 2. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents. C. **Site Discipline.** A copy of the school discipline plan is distributed to parents/students on the first day of school or on the first enrollment day. D. **Staff Training.** All school personnel review the emergency procedures annually at the beginning of the new school year.
Annexes (ONLY HAZARD SPECIFIC ANNEXES ARE REQUIRED)	Ensure that all site-specific information is inserted using the Microsoft "Find and Replace" tool. Check all the annexes to ensure that the school site can implement and operationalize all strategies mentioned.

Emergency Response Plan

2023-2024

Traina Elementary School

SB 187 Comprehensive School Safety Plan Assurance Page

School Year: 2023-2024

Anthony Traina Elementary School

This certifies that the School Site Council/School Safety Planning Committee has developed/revised and approved the Comprehensive School Site Emergency Operations Plan.

Member	Signature
Principal or Principal's Designee: Nico Sandoval	
Certificated Teacher: Marv Amaral Carol Outland	
Parent of Child Attending the School: Joe Coffey Sandra Jimenez	
Classified Employee: Kerina Bianchini	
Law Enforcement Agency Rep:	
Other: William DeLong	
Other:	

Date Annual Revisions Completed: Feb/March 2024

Traina School Site Council Minutes
March 5, 2024
3:30 – 4:30 p.m.

PARENTS	STAFF	STUDENTS
Vanessa Aldana	**Marv Amaral**	
Nazari Beheshta	**Kerina Bianchini**	
Girish Bhopale	Rita Lassell	
Joe Coffey	**Carol Outland**	
Sandra Jimenez	**Nico Sandoval**	

I. Call to Order: 3:30

II. Review Old Minutes
   a. Amaral motion to approve
   b. Coffey 2nd
   c. All in favor; no opposed

III. Public Comment - Presentations are limited to items not on the agenda. When you are recognized, state your name and proceed with your presentation. State law prohibits the Trustees from taking action on any item not on the agenda. No person shall speak for more than three minutes, and the total time allotted for discussion for one item shall not exceed twenty minutes. (Board Bylaw 9323)
   a. None

IV. School Site Safety Plan
   a. Review/Informational
      i. Discussion of safety plan
         1. Members were given a digital copy of the Safety Plan approximately a month in advance of the meeting to review and come prepared with questions, concerns, etc.
      ii. Question regarding narcan and Sandoval shared narcan will be held in main office at school site
      iii. Sandoval highlighted a few major updates from previous year (i.e. adding crime data from TPD and school discipline data)
   b. Action Item
      i. Amaral motion to approve
      ii. Jimenez 2nd
      iii. All in favor; no opposed

V. Advancement Via Individual Determination
   a. Informational
      i. Sandoval presented on AVID program and benefits AVID can have for students; goals of taking teachers to AVID trainings over next few years;

VI. SPSA
    a. Review Goal #2
    b. Review Goal #3
        i. Tabled due to time

VII. Adjournment
    a. 4:20

ANNUAL EMERGENCY PLAN CHECKLIST

Activity	**Responsible Person**	**Date Completed**
School Facilities/Grounds Hazard Assessment	Agustin Melchor	8/2023
Evacuation Routes Hazard	Nico Sandoval	8/2023
Update School Plot Plans	Nico Sandoval	8/2023
Emergency Phone Numbers	William DeLong	8/2023
Survey of Special Staff Skills	William DeLong	8/2023
Survey of Neighborhood Resources	William DeLong	8/2023
Message to Parents	Nico Sandoval	8/2023
Assign Disaster Functions	Nico Sandoval & William DeLong	8/2023
Update Bus Routes to Identify Potential Hazards	Jason Seymore	Continually due to COVID 19
Staff Orientation to Plan	Nico Sandoval & William DeLong	8/2023 & Continually
Review Plan	Nico Sandoval & William DeLong; TPD; SSC	8/2023; 3/2024; 3/2024
Examine /Update Site Crisis Response Box	William DeLong	8/2023

TRAINA EMERGENCY DRILL SCHEDULE 2023 - 2024

Date	Time	Drill Type
August 10	**8:45 am**	**Fire Drill**
September 12	**8:45 am**	**Lockdown**
September 14	**1:30 pm**	**Fire Drill**
October 19	**10:20 am**	**Great Shakeout (Earthquake Drill)**
October 25	**8:45 am**	**Fire Drill**
November 14	**1:30 pm**	**Fire Drill**
December 7	**8:45 am FD** **1:30 pm EQ**	**Fire Drill** **And** **Earthquake**
January 16	**8:45 am**	**Lockdown**
January 18	***1:30 pm***	***Fire Drill***
February 8	***8:45 am***	***Fire Drill***
March 26	***1:30 am***	***Fire Drill***
March 28	***8:45 am***	***Lockdown***
April 18	**8:45 am FD** **1:30 pm EQ**	**Fire Drill** **And** **Earthquake**
May 21	**1:30 pm**	**Fire Drill**

Prepared by _William DeLong
Date Prepared____7-24-23_____School Year _____2023-2024
Dates are subject to change due to weather and other factors.

Survey of Special Staff Skills

CERT Certified Staff

CPR Certified Staff

Aleida	Waimuri
Angel	Hansen
Aubrey	Rualo
Brittany	Mayer
Chaluay	Kleebsamut
Crystal	Snell
Danielle	Solt
Guadalupe	Madrid
Jessica	McConnell
John	DeMarco
Kimberly	Beyza
Machone	Hicks
Megan	de Ga
Nicole	Callahan
Stacie	Infante-Rosario
Tarly	Coffey
Vanessa	Salinas
William	DeLong

List all other potential skills/staff that could be of help in time of emergency:

Search and Rescue:

Electrical Experience:
Agustin Melchor
Jose Sanchez

Survival Training:

Plumbing:
Agustin Melchor
Jose Sanchez

Counseling:
All Staff

Law Enforcement:

Survey of Neighborhood Resources

Country Market ~ Located approximately 1.5 miles from Anthony Traina School at the intersection of Linne Rd. and Tracy Blvd.

Raley's - Located approximately 1.4 miles from Anthony Traina School at the intersection of Tracy Blvd and Valpico Rd.

Fire Station ~ Located approximately 1.5 miles from Anthony Traina School at the intersection of Tracy Blvd & Central Avenue

Holy Family Center – Located approximately 1.5 miles from Anthony Traina School at 12100 Valpico Rd., Tracy Ca. 95377

Journey Christian Church- 4600 S. Tracy Blvd., 0.6 miles from Anthony Traina School

Tracy Municipal Airport ~ Located three-quarters of a mile from Anthony Traina School at 3749 South Tracy Blvd.

ACE Train Station ~ Located half a mile from Anthony Traina School at 4800 South Tracy Blvd.

Edgewood Corporate Center ~ Located approximately half a mile from Anthony Traina School at 4600 South Tracy Blvd.

Bayside Pediatrics - Located within the Edgewood Corporate Center at 4600 South Tracy Blvd.

Parent Notification

July 24, 2023

Dear Parents/Guardians,

In order to provide a safe, secure and healthy environment for your child, Anthony Traina School updates its School Safety Plan each year. In addition to updating our written plan (which includes procedures for fire drills, earthquake drills, lockdown drills, etc.), The Traina School staff makes sure that each classroom is equipped with a first aid kit and a copy of the emergency procedures.

The evacuation site for Traina School is the playground field area with secondary evacuation location at the Holy Family Center. In the case of an emergency, students will be moved to the evacuation site in a safe and timely manner as possible.

In the case of such an emergency, the Traina School Crisis Response team would operate the evacuation site to ensure a safe and orderly pick-up/release of students. **When picking up a student, parents/guardians must be sure to bring a photo I.D. such as a driver's license.** Without verification, staff will not release any student. In addition, no child will be released to anyone other than the persons designated on the emergency release instruction form returned by families at the beginning of the school year.

The Traina School's evacuation site is: The Playground Field Area
Address: 4256 Windsong Drive

Traina's Back-up Location is: **Holy Family Center -**12100 Valpico Rd., Tracy Ca. 95377
Location: Located one and a half miles from Anthony Traina School at 12100 Valpico Rd., Tracy,CA

If the school is involved in a lock-down situation, the secondary evacuation site is the designated meeting area where parents/guardians should wait for information and the eventual release of their student into their care. School and District personnel will be on site at the evacuation center to provide parents with information about the status and safety of their students. **DO NOT** go directly to the school in the event of a lock-down or evacuation. Parents/Guardians can also listen to local media for the updates on the emergency situation, but your best source of up-to-date information will be at the evacuation site.

If you have further questions about Traina School's safety plan, please call the office at 209-839-2379.

Sincerely,

Nico Sandoval
Principal

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What the Law Requires

School Administrators have the responsibility to ensure the safety of their students and staff in an emergency.

California Education Code, Section 32281 – 32284

Requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for its schools operating K-12, inclusive. The comprehensive school safety plan must include disaster procedures for routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990. The plan may include a "tactical response to criminal incidents" which means the steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.
California Education Code, Section 32288

In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan. The school site council or school safety planning committee ***shall*** notify, in writing, the following persons and entities, if available, of the public meeting: (A) The local mayor. (B) A representative of the local school employee organization. (C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. (D) A representative of each teacher organization at the school site. (E) A representative of the student body government. (F) All persons who have indicated they want to be notified. The school site council or school safety planning committee is ***encouraged*** to notify, in writing, the following persons and entities, if available, of the public meeting: (A) A representative of the local churches. (B) Local civic leaders. (C) Local business organizations. (c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

The Katz Act (Sections 35295-35297 of the California Education Code) requires that schools plan for earthquakes and other emergencies. It also requires periodic drills in "drop and cover" procedure, evacuation procedure, and other emergency response actions (i.e. search and rescue, communications, etc.).

The Petris Bill (Section 8607 of the California Government Code) requires all state and local government agencies, including school districts, be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

SB 187 – Safe Schools Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide also provides a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

A. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment.

B. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
   1. Child Abuse reporting procedures
   2. Policies pursuant to Education Code 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
   3. Procedures to notify teachers and counselors of dangerous students
   4. Sexual Harassment Policy
   5. Safe ingress and egress to and from school
   6. Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
   7. Dress Code
   8. Routine and emergency disaster procedures
      i. including natural disasters, human created disasters or power outages.

Safe and Orderly Environment

After conducting a comprehensive Risk Assessment and analyzing the data, school sites should develop Goals, Objectives and Action Steps which can be implemented throughout the year in order to

improve school safety, security and emergency preparedness. Each site must include at least one (1) goal with objectives and actions steps for each of two components:

Component 1 – People and Programs: By December of 2024 the goal is for 95% of students to be able to recite the core TIGER TRUTHS (Trustworthy Inclusive Grateful Empathetic Respectful Self-control) and indicate, through a survey indicating their feeling of safety on the school campus. The goal is for 95% of students to feel safe on the Traina campus.

Component 2 – Physical Environment: By June of 2025, Traina will add at least one security camera to the front of the school to have better records and visibility of visitors who enter the main office.

General Staff Responsibilities

Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.

The district realizes that the safety and welfare of the employee's family is his/her first concern. Therefore, each employee is encouraged to establish a safety/survival plan and to advise their family to remain at work. In the event that disaster strikes during normal working hours, all employees are to:

1. Carry out designated responsibilities to ensure student safety and welfare.

2. Check the safety of their immediate families and advise their family that they are expected to remain at their workplace until the emergency conditions are lifted.

> **Note:** Any employee unable to establish communication with his/her family should report this to his/her supervisor. If release from duty is not possible, the concern will be referred to Personnel Services who will attempt to establish contact between the employee and the immediate family.

If disaster occurs during off-duty hours, employees are to:

1. Check on the safety of their immediate family
2. Report to their assigned site
3. Report to the nearest accessible district site in the event that their regularly assigned site is inaccessible.

Safe Schools Planning Committee

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. Ed. Code 35294.1

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

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

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

- Representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Members should have an interest in school safety and demonstrate the need to always improve school safety and training. The team that will perform the following:

1. Implement a Safe Schools Plan if designated School Site Council
2. Walk the campus on a regular basis and look at changes or breaches in security
3. Review your Safe Schools Plan annually, at a minimum.
4. Provide training / educate staff on emergency procedures (minimum – annually)
5. Provide table top exercises with staff and administration
6. Consider different types of lockdown and shelter in place drills. Perform drills before school, after the release bell rings, during passing periods, or during lunch
7. Review school signage, check-in procedures, and test employees on counter surveillance
8. Share information and experiences
9. Identify new “risks” of the School District and individual sites.
10. To develop customized responses appropriate to sites.
11. To develop a consistent response to emergencies that is coordinated with the District Disaster Plan.
12. Meet with law enforcement to review Safe Schools Plan

13. Invite law enforcement to drills and trainings
14. Responsible for creating and updating an emergency responder kit, which will include at a minimum: master keys, blue prints, emergency contact numbers, utility shutoff tools

Appropriate Programs and Strategies to Provide School Safety

- **School Based Counseling**
  - We offer counseling through Valley Community Counseling. We have a therapist two days a week and counselor one day a week. Social Skills groups and individual services are offered.
- **School Psychologist**
  - There is a school psychologist. We have the psychologist on campus everyday of the week. The psychologist is responsible for cognitive assessments with the Special Education department, developing and tracking counseling goals for students with IEPs. Additionally, the school psychologist is part of the threat assessment team when students are in crisis.

Threat Assessment Procedures and Questions for Administrators

Typical Initial Interview Questions

1. Do you know why I wanted to talk with you?
2. What happened today when you were [place of incident]?
3. What exactly did you say and do?
4. What did you mean when you said/did that?
5. How do you think [person threatened] feels about what you said?
6. What was the reason you said that?
7. What are you going to do now?

Witness Questions

1. What happened today when you were [place of incident]?
2. What exactly did [student who made threat] say and do?
3. What do you think he/she meant?
4. How do you feel about what he/she said?
5. Why did he/she say that?

After asking the student and any witness the above listed questions then you would determine if the threat is transient or substantive. When determining if the threat is substantive the critical issue is not what the student threatened to do, but whether the student intended to carry out the threat. When in doubt, treat the threat as substantive.

Transient Treats

- Often are rhetorical remarks, expressions of intent to harm.
- At worst express temporary feelings of anger or frustration.

- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually ends with an apology or clarification

Substantive Threats

- Express intent to physically injure someone beyond immediate situation.
- There is at least some risk based on information gathered that the student will carry out the threat.
- Require that you take protective action, including that you warn the intended victim and parents.
- May be legal violations and require police consultation.
- When in doubt, treat the threat as substantive.

Response to a transient threat

- No need to take safety precautions.
- See that threat is resolved through explanation, apology, making amends.
- Provide counseling and education when appropriate.
- Administer discipline if appropriate.

If the threat is not transient, is it a serious or very serious substantive threat?

- Substantive assault threats are classified as serious. (I'm gonna beat him up")
- Substantive threats to kill, rape, or inflict very serious injury are classified very serious. (I'm gonna break his arm")
- Substantive threats involving a weapon are classified as very serious.

Response to serious substantive threats

- Take precaution to protect potential victims.
- Specifically warn victims and parents.
- May consult with law enforcement.
- Notify and interview the student who made the threats to parents.
- Discipline student for threat.
- Determine appropriate intervention for students, such as counseling or dispute mediation.
- Follow up to verify that the threat has been resolved and intervention in progress.

Conduct a safety evaluation for a very serious substantive threat.

- Safety evaluations conducted by the team – examines 11 areas.
- Principal leads the team.
- If the threat is determined to be serious substantive then the school psychologist or other mental health professional would be called in to conduct School Safety Evaluation and report to the team.
- Team determines next steps after the School Safety Evaluation.

- **District Behaviorist**

    - The district behaviorist helps with students in crisis. Additionally, the district behaviorist supports students with behavioral challenges, including developing Behavior Intervention Plans, behavioral goals for IEPs and monitoring goals.
- **District Nurse**
    - The district shares a nurse that is traveling between the sites. The nurse monitors student injuries and illness daily. Additionally, the nurse updates the emergency backpacks for the classrooms. The nurse is also updating the lockdown emergency containers.
- **Training for staff, students, parents on anything related to school safety/security/school climate, etc.**
    - Parents are given a letter regarding school safety in the "Welcome Back Packet," prior to the school year starting. The letter indicates evacuation sites and basic protocols. Staff and students train monthly on fire drills. Lockdown drills are held twice yearly. After each drill there is a description of the drill recorded and shared with staff to better improve our practices.
- **Red Emergency Binders**
    - Each grade level has a Red Emergency Binder located in the school office. Within the binder, each student has an emergency card with emergency contacts. There is one binder for each grade level and within the binder, the forms are separated by teacher.
- **Ident-A-Kid**
    - Ident-A-Kid is a check-in and check-out system located in the front office. The system allows us to monitor all visitors on campus at all times. Additionally, when a visitor checks in, it requires a state issued ID. The ID is then immediately run through the Megan's Law database. The school receives immediate notification if the ID is flagged. The system is also used for students arriving late and leaving early.
- **Boys and Girls Club**
    - Boys and Girls Club is an after school program. Families signed up for the program and students are allowed to stay at the school from dismissal until 6 pm. This program supports school safety and community safety by giving students a safe, supervised space until parents are able to pick students up.
- **Second Step/ACE Awards**
    - Traina practices PBIS and has adopted the ACE awards. This represents Academic Excellence, Character, and Effort. Each trimester teachers select three students per class that exemplify ACE. Second Step is our character education program that encourages students to make good choices and helps them to strategize ways to deal with real life situations.
- **Digital Citizenship**
    - Digital Citizenship is a course that all students take at the start of the year to ensure they have knowledge about how to maintain a safe online presence. Students are taught lessons by the teacher and typically do an assignment to demonstrate mastery. Teachers report when instruction on digital citizenship is completed and this allows students access to Chromebooks.
- **PBIS**

    - PBIS is a district wide program that promotes positive behavior choices. The PBIS team works to create a positive school environment through the use of Tiger tickets. Students earn tickets by making good choices and can spend the tickets monthly, in our Tiger Store. The PBIS team also created standardized expectations for different locations around campus.
- **Awesome Attendance**
    - Post pandemic, attendance has seen a decline. In an attempt to increase student attendance, we have instituted Awesome Attendance. Students that are present for 98% of the trimester are awarded at an awards assembly for parents to attend.
- **Pesticide Monitoring**
    - Our head custodian has been trained in the administration of pesticides and we have a recording procedure to account for all pesticides used on campus. Each month a notice is posted to the public to indicate pesticide usage. The district contracts with the company that sprays for bugs during times when students are not present.
- **Comfortable rooms/adequate lighting**
    - Each classroom has exterior and interior exit doors, working thermostats and adequate lighting. Through our JitBit system teachers can report instances of outages or maintenance needs. Additionally, exterior lighting is checked and changed annually to ensure safety around campus. There are exterior lights located all around the exterior of the buildings, including the cafeteria.
- **Closed campus**
    - Our campus is available for students to enter starting at 7:30 am, in our cafeteria. There is a staff member at that time to receive the students and monitor them until 8 am. Parents are welcome to start dropping off students at that time. At 8 am, our gates open for students to enter and walk themselves to class. Campus visitors must check in through the office with the Ident-A-Kid system listed above. Parents/visitors do not enter the gates with the students. All gates are locked at 8:15 am and remain locked until dismissal.
- **Emergency procedures for students with disabilities**
    - For students that are sensitive to sound, our Special Education classrooms are equipped with noise reducing headphones. Staff help students locate and apply headphones when there is a drill or when students are entering spaces that may be loud. Also, those classes have line ropes that allow for the students to hold onto a circle and stay in a line. They practice with this during drills and daily when traveling to and from the classroom.
    - **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:**
        - The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move but lifting them may be dangerous. Some nonambulatory people also have respiratory complications. Carefully remove them from smoke or vapors if danger is immediate.

        - **TEACHER/STUDENT**

- A. To alert visually-impaired individuals:
    - 1. Announce the type of emergency
    - 2. Offer arm for guidance
    - 3. Tell person where you are going, obstacles you encounter
    - 4. When you reach safety, ask if further help is needed

- B. To alert individuals with hearing limitations:
    - 1. Turn lights on/off to gain person's attention -OR
    - 2. Indicate directions with gestures -OR
    - 3. Write a note with evacuation directions

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

- D. To evacuate individuals using wheelchairs:
    - 1. Give priority assistance to wheelchair users with electrical respirators
    - 2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options
    - 3. Reunite person with the wheelchair as soon as it is safe to do

- **Surveillance**
    - Traina is equipped with nine security cameras positioned strategically around the campus. There are several cameras facing the playground and fence/gate areas, giving different vantage points. There are also cameras situated around the backside of the building and one camera situated facing the parking lot from the front of the school to monitor visitors entering the campus.
- **Anti-Bullying/Bullying Prevention Program**
    - Through our Second Step program there are several lessons that deal with empathy and kindness. These lessons are taught weekly and teachers mark them complete through the online platform. Each grade level has an average of 20 lessons that are completed over the course of the year. Classrooms use the additional weeks to focus on PBIS and inclusive practices.
- **Emergency Drills and exercises**
    - Each month we have a scheduled fire drill. The drills are held at random times, including recesses. This allows for campus aides to be available to participate in the drills to understand the emergency procedures. Additionally, there are lockdown drills and earthquake drills held throughout the year. Different types of drills are not held on the same day. During fire drills classroom teachers take the emergency backpack to the line up location with them and wait for the all clear sign. After the drills a reflection is

written on what went well and what needs to be improved. The information is shared with staff.

- **Bullying Report/Prevention procedures**
  - Bullying and harassment can be reported by anyone, including students, staff, and parents. Following the report and investigation is done by administration. At the conclusion of the investigation, prompt appropriate action will be taken. At the start of each year, all students are giving explicit instruction on bullying and harassment with age appropriate lessons. Continually throughout the year, there is continued instruction on inclusion and anti-bullying through Second Step and PBIS.

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted upon a child (under 18 years of age) by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out of home care. A child is anyone under 18 years of age.

1. Child Abuse
   a. Injury inflicted by another person.
   b. Sexual Abuse.
   c. Neglect of child's physical, health, and emotional needs.
   d. Unusual and willful cruelty; unjustifiable punishment.
   e. Unlawful corporal punishment.
2. Not Considered Child Abuse
   a. Mutual affray between minors
   b. Injury caused by reasonable and necessary force used by a peace officer:
      - To quell a disturbance threatening physical injury to a person or damage property
      - To prevent physical injury to another person or damage to property
      - For the purposes of self-defense
      - To obtain possession of weapons or other dangerous objects within the control of a child
      - To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably

suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report.

· The telephone call must be made immediately or as soon as practicably possible, within 24 hours.

· A written report must be sent within 36 hours of the telephone call to the child protective agency.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school administrator and social worker and to determine if particular provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).

3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and: 1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
2. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and: 1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years.
2. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
3. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and: 1. The partner is less than 14 years of age.
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
3. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years: 1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Mandated reports of sexual activity must be reported to either the County Child Protection Services (CPS) and to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

When in doubt, all suspected sexual abuse, physical abuse, or neglect should be reported to Child Protection Services or the appropriate police jurisdiction.

D. **Failure to Report Known or Suspected Child Abuse**

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

E. **Child Abuse Reporting Number: (209) 468-1333**

Aug. 2023 - Mar. 2024:
6 instances of child abuse were reported

Suspension and Expulsion Policies

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (r), inclusive:

a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stolen or attempted to steal school or private property.
h) Possessed or used tobacco, or any products containing tobacco or nicotine products,

including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications.

i) Committed an obscene act or engaged in habitual profanity or vulgarity. j) Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

k) Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm as to be substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. n) Committed or attempted to commit sexual assault.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
   a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
   b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
   c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
   d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

1. Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image
ii. A post on a social network Internet Web site including, but not limited to:
1. Posting to or creating a burn page. "Burn page" means An Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
3. Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

1. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
2. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a) While on school grounds.
b) While going to or coming from school.
c) During the lunch period, whether on or off the campus.
d) During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:
The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a) Causing serious physical injury to another person, except in self-defense. b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c) Unlawful possession of any controlled substance, as defined under Ed. Code.
d) Robbery or extortion.
e) Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion
The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

b) Brandishing a knife at another person

c) Unlawfully selling a controlled substance as defined by Education Code
d) Committing or attempting to commit a sexual assault as defined in the Education Code 48900.2.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3.
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4.
In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.

a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

b. For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Staff Notification of Dangerous Students

Staff Notice of Dangerous Students

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

BP 5145.7 (a)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the

alleged victim of the harassment has not complained.

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

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

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

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

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

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 – Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

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

Procedures

1. The principal or designee shall provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing, bullying, or discriminatory behavior.

2. Any employee who observes discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior shall take immediate steps to intervene and report the incident to the principal, whether or not the victim files a complaint.

3. Upon receiving a complaint of discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior, the principal or designee shall immediately investigate using the site- level grievance procedures listed below under Informal Complaint Procedures.

   a. Where it is found that discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior has occurred, the principal or designee shall take prompt, appropriate action to end the behavior and address its effects on the victim.

   b. The principal or designee shall also advise the victim of any other remedies i.e. counseling that may be available.

   c. The principal or designee shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, sexual harassment, bullying (including cyber- bullying), or any hate-motivated behavior remains confidential, as appropriate.

Motivated Behavior, Sexual Harassment

Informal Complaint Procedures

1. The principal or designee shall:
   - ✓ Counsel the alleged victim and outline options available.
   - ✓ Obtain a factual written statement of the complaint (see form *Record of Student-to-Student Discrimination, Harassment, Sexual Harassment, Bullying (including cyber-bullying), or Hate Motivated Behavior*).
   - ✓ Assist in a follow-up investigation, interviewing the accused, witnesses, and supervisor as appropriate, and recommend the disposition of the complaint.
   - ✓ Notify the Director of Human Resources and conduct an independent investigation into the allegations of discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate motivated behavior in a manner designed to respect the privacy of all parties concerned.
2. The principal or designee will review the factual information collected to determine whether the alleged conduct constitutes discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate-motivated behavior, giving consideration to the record as a whole and the totality of the circumstances, and the context in which the alleged incidents occurred.
3. The principal or designee will then take and/or authorize appropriate action and inform the Director of Human Resources about the investigation results. Any student who is found to have committed discrimination, harassment, sexual harassment, bullying (including cyber-bullying), or any hate-motivated behavior will be disciplined according to the nature and severity of the offense.
4. The complainant shall notify the District administrator if he/she is not satisfied with the informal resolution of the complaint and will be advised of the appeal process.
5. An informal resolution may occur at any time. Timelines may be extended by mutual agreement of the complainant and the District.
6. The informal complaint should be resolved by the principal or designee within 30 days of the date that the site administrator received the complaint.

Formal Complaint/Appeal Process

If the complainant is not satisfied with the site informal resolution, they may file a formal complaint within 15 days of terminating the informal process.

A written complaint shall be sent to the Director of Human Resources. The complaint should contain:

- ✓ the complainant's name, address, and home telephone number;

- ✓ the name of the student or employee who committed the alleged violation;
- ✓ a description of the alleged discrimination, harassment, sexual harassment, bullying (including cyber bullying), or any hate-motivated behavior;

(cf. 3580 - District Records)
Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
48985 Notices, report, statements and records in primary language
CIVIL CODE
51.9 Liability for sexual harassment; business service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 34
12291 Definition of dating violence, domestic violence, and stalking
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.82 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jef erson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaf rey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Q & A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Legal Reference (continued):
Dear Colleague Letter: Title IX Coordinators, April 2015
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or
Third Parties, January 2001
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Of ice for Civil Rights: http://www.ed.gov/about/of ices/list/ocr

Policy **Jefferson School District** Adopted: September 8, 2020 Tracy, California

DRESS AND GROOMING

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Students AR 5132 (a)

DRESS AND GROOMING In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Jefferson School District

DRESS CODE GUIDELINES

Jefferson District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson School District. In

keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.

2. Students are to come to school dressed for learning and for playing.

a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.

b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.

c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.

d. Students are not permitted to wear baseball caps, hats, knit caps, visors, and hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.

3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.

4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.

5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

AR 5132 (b)

DRESS AND GROOMING (continued)

Students who are considered to be in violation of the Jefferson School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.

b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.

c. Third and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.

2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.

3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.

4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.

5. Excessive clothing items (2 or more) of predominately one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel.

AR 5132 (c)

DRESS AND GROOMING (continued)

The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Students sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.

b. Second Offense: Parent/guardian conference and 1-5 day suspension.

c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.

d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to a law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Regulation JEFFERSON SCHOOL DISTRICT

adopted: October 19, 2021 Tracy, California

Regulation **JEFFERSON SCHOOL DISTRICT**

adopted: August 18, 2015 Tracy, California

Procedures for Safe Ingress and Egress

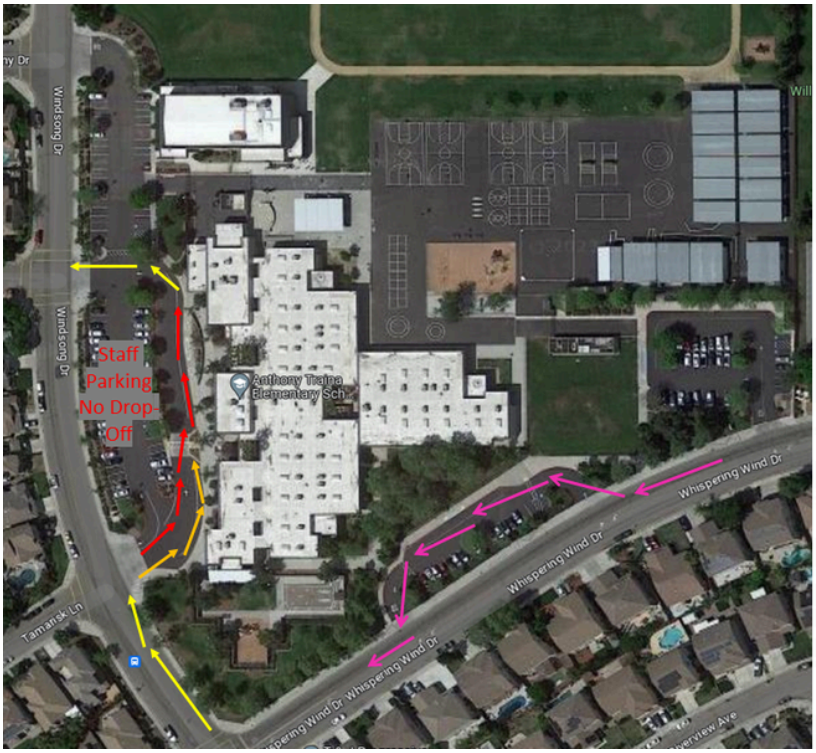
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or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

A. **Schools must include plans for:**

1. Identifying the population of people with disabilities. See student IEP, 504 or Individualized Student Health Plan.
2. Determining proper signage and equipment.
3. Training staff to assist individuals with disabilities.
4. Coordinating with emergency response personnel.

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

C. **Evacuation Routes -** Refer to the attached school map at the conclusion of this document, which identifies evacuation routes during emergency evacuations. Staff members that have students with disabilities need to ensure those students receive proper evacuation.



Traina Drop Off / Pick Up Map

- The car line on **Windsong Dr.** (front of school):
  - **Drop-Off of ALL Students**
  - **Pick-up for 1st – 8th graders**
  - **ONE line of cars on Windsong drive will split into two at the parking lot**
    - **Lane 1 (orange)**
    - **Lane 2 (red)**
- Parking lot on **Whispering Wind Dr.** (Pink Arrows):
  - **Pre School & Kinder Pick Up Only**

School Discipline

A. **Statement of Rules and Procedures on School Discipline**

Education Code 44807:

"Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. **Notification to Students and Parents**

Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

C. **Site Discipline.** A copy of the school discipline plan is distributed to parents/students on the first day of school or on the first enrollment day.

D. **Staff Training.** All school personnel review the emergency procedures annually at the beginning of the new school year.

Anthony C. Traina Discipline Data 2022 - 2023

Anthony Traina Elementary School

2/21/2024

2023-2024 **Discipline Distribution Report from 8/8/2022 to 5/25/2023** Page 1

			Grade					Gender			Hispanic/Latino?	Race (Not Hispanic)						
Code # and Name		Total	K	1	2	3	4	F	M	OGN	Y	100	200	300	400	600	700	999
04	*Assault (E) 48900 (a)(2)	2	-	-	-	-	2	-	2	0	-	-	-	-	1	1	-	-
30	*Drugs, offered/negotiated sale	1	-	-	-	1	-	1	-	0	1	-	-	-	-	-	-	-
32	Absences, Excessive	164	27	26	29	48	34	97	67	0	78	-	32	1	12	12	25	4
33	Academic Code Violation (Chea	1	-	-	-	1	-	-	1	0	-	-	1	-	-	-	-	-
34	Attendance, SARB Referral	46	6	6	10	17	7	25	21	0	23	-	6	-	3	5	7	2
36	Behavior, Defiance (S) 48900 (l	2	-	-	-	-	2	-	2	0	-	-	-	-	-	2	-	-
37	Behavior, Disobedience (S) 48	1	-	-	1	-	-	-	1	0	-	-	-	-	-	1	-	-
41	Class Rules, Violation of	9	1	1	2	2	3	1	8	0	4	-	2	-	-	1	2	-
52	Fighting (S) 48900 (a)	1	-	-	-	1	-	-	1	0	1	-	-	-	-	-	-	-
76	School Rules, Violation of	4	-	-	1	1	2	1	3	0	-	-	-	-	2	1	1	-
80	Tardy	5	1	1	1	-	2	2	3	0	1	-	1	-	-	2	1	-
81	Tardy, Habitual	3	1	-	1	-	1	1	2	0	1	-	-	-	-	2	-	-
82	Tardy, Letter Sent	99	10	9	21	23	36	50	49	0	51	-	21	-	-	17	9	1
84	Threats to Others (S) 48900 (a)	1	-	-	1	-	-	-	1	0	-	-	-	-	-	1	-	-
85	Threats to Students (S) 48900 (	1	-	-	-	-	1	-	1	0	-	-	-	-	1	-	-	-
	Totals:	340	46	43	67	94	90	178	162	-	160	-	63	1	19	45	45	7

Anthony Traina Elementary School 5th-8th

2/21/2024

2023-2024

Discipline Distribution Report from 8/8/2022 to 5/25/2023

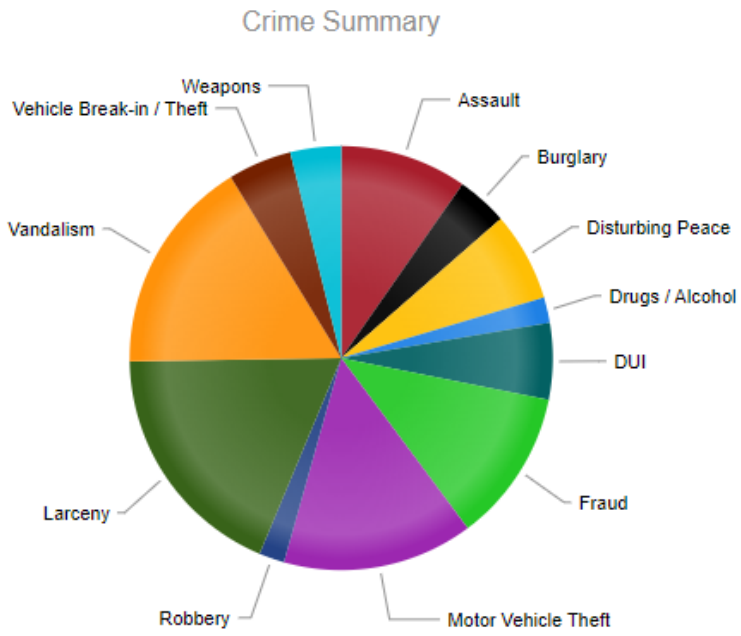
Code # and Name		Total	Grade 5	6	7	8	Gender F	M	OGN	Hispanic/Latino? Y	Race (Not Hispanic) 100	200	300	400	600	700	999
04	*Assault (E) 48900 (a)(2)	7	1	1	3	2	2	5	0	4	-	1	-	-	1	1	-
18	*Property, Destruction of (S) 48	1	-	-	-	1	-	1	0	1	-	-	-	-	-	-	-
32	Absences, Excessive	164	31	36	41	56	76	88	0	93	3	15	6	11	12	24	-
34	Attendance, SARB Referral	80	12	17	28	23	37	43	0	39	4	10	3	6	6	10	2
36	Behavior, Defiance (S) 48900 (	2	-	-	2	-	1	1	0	1	-	-	-	-	-	1	-
37	Behavior, Disobedience (S) 48	8	3	2	1	2	3	5	0	1	-	2	-	-	4	1	-
39	Behavior, Inappropriate (S) 489	4	2	-	-	2	-	4	0	2	-	1	-	-	-	1	-
41	Class Rules, Violation of	25	10	1	10	4	6	19	0	13	-	5	-	1	3	2	1
42	Class, Leave without Permissio	1	-	-	1	-	-	1	0	1	-	-	-	-	-	-	-
47	Disruption of School Activities (	1	1	-	-	-	-	1	0	1	-	-	-	-	-	-	-
48	Dress, Code Violation	4	-	-	1	3	3	1	0	1	-	-	-	1	1	1	-
52	Fighting (S) 48900 (a)	11	2	2	6	1	2	9	0	2	-	3	-	1	2	3	-
62	Horseplay	5	1	2	2	-	-	5	0	3	-	2	-	-	-	-	-
70	Obscene Act (S) 48900 (i)	1	1	-	-	-	-	1	0	-	-	1	-	-	-	-	-
75	Racial Slur (S) 48900.4	1	-	-	-	1	-	1	0	1	-	-	-	-	-	-	-
76	School Rules, Violation of	24	4	1	14	5	16	8	0	5	2	1	-	1	8	7	-
80	Tardy	4	1	1	1	1	2	2	0	2	1	1	-	-	-	-	-
81	Tardy, Habitual	9	3	2	2	2	3	6	0	7	2	-	-	-	-	-	-
82	Tardy, Letter Sent	96	19	19	27	31	48	48	0	52	3	9	5	4	9	14	-
84	Threats to Others (S) 48900 (a)	2	-	-	1	1	-	2	0	1	-	1	-	-	-	-	-
85	Threats to Students (S) 48900 (	11	3	1	4	3	-	11	0	4	2	2	-	2	1	-	-
86	Threats, Terrorist (E) 48900.7	1	1	-	-	-	-	1	0	-	-	-	-	-	1	-	-
93	Cell Phone, Violation School Ru	47	1	1	18	27	37	10	0	28	1	6	1	-	5	6	-
98	Bus Citation	1	-	-	1	-	-	1	0	-	-	1	-	-	-	-	-
B2	Bullying/Physical Intimidation 4	2	-	1	-	1	1	1	0	-	-	-	-	-	1	1	-
B4	Bullying/Teasing 48900 (r)	2	-	-	2	-	-	2	0	1	-	-	-	-	-	1	-
B5	Bullying/Other 48900 (r)	6	-	2	2	2	4	2	0	3	-	-	-	-	1	2	-

Code # and Name		Total	Grade 5	6	7	8	Gender F	M	OGN	Hispanic/Latino? Y	Race (Not Hispanic) 100	200	300	400	600	700	999
T1	Aids or abets, the infliction or at	2	-	-	2	-	2	-	0	2	-	-	-	-	-	-	-
	Totals:	522	96	89	169	168	243	279	-	268	18	61	15	27	55	75	3

Neighborhood Crime Data 2023 - 2024

The data below is from August 2023 through February 2024. The crime data is a two mile radius from Anthony C. Traina Elementary School (4256 Windsong Drive, Tracy, CA 95377). Data is from Tracy Police Department, crimemapping.com/map/ca/tracy

CRIME	NUMBER OF OCCURRENCES
Assault	10
Burglary	4
Disturbing Peace	7
Drugs/Alcohol	2
DUI	6
Fraud	12
Motor Vehicle Theft	15
Robbery	2
Larceny	19
Vandalism	17
Vehicle Break-in/Theft	5
Weapons	4



Circumstances Specific to Anthony C. Traina

Tracy Municipal Airport

The Tracy Municipal Airport is located approximately 1.1 miles from the Traina school campus. Due to the close proximity to the airport it is possible to have a fallen aircraft near or at the school site. This is accounted for under the "Fallen Aircraft" tab in our emergency procedures books which are located in each classroom/room of the school.

District Offices and Tender Loving Care Daycare

Traina school shares facility space with the District Offices and Tender Loving Care Daycare (TLC). District Office employees work in District Office spaces that are connected to the Traina school site campus. TLC operates out of buildings that are connected to the Traina campus and they utilize their own check in/check out procedures to monitor guests who are

entering campus.

Visitor Check-In Procedures

Traina uses the Identi-Kid system that requires all visitors, volunteers, and vendors to check-in through the office. Guests are issued badges that include their picture. The check-in process requests guests to utilize their government issued identification to check-in.

Gates During School Hours

There are several gates surrounding the Traina campus that remain locked during the school day including at the Kindergarten Playground, four gates located on each side of the library, a gate facing the staff parking lot and three gates that face the district office buildings/parking lot. All gates are locked during the school day. Specific gates are only unlocked for drop off and pick up. After drop off, these gates are secured until the end of the school day. After pick-up at the end of the day, these gates are again secured.

Surveillance

Traina has a series of surveillance cameras strategically placed throughout the campus. These cameras can be monitored through command.verkada.com

Response Actions

Stand by Alert

This action is used to alert the staff and students and place them on Stand By until further instructions.

<u>Announcement</u>

If time permits, the Incident Commander (or his/her designee) will make the following announcement on the PA system or other communication systems (i.e. phone, email, messenger, etc.).

> "ATTENTION PLEASE. STAND BY FOR ADDITIONAL INFORMATION. STAND BY FOR ADDITIONAL INFORMATION."

<u>Description of Action</u>

1. If inside, teachers will hold students in classrooms until further instructions.
2. If outside, teachers will assemble students into a single location.

For all situations, remain on Standby until further instructions or an All Clear signal

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside —

1. Drop to knees
2. Get under desk and remain facing away from windows
3. Clasp one hand behind neck and use other hand to hold onto desk/table
4. Bury face in arms
5. Make body as small as possible
6. Close eyes and cover ears with forearms.

If outside—

1. Drop to knees
2. Clasp both hands behind neck
3. Bury face in arms
4. Make body as small as possible
5. Close eyes and cover ears with forearms.
6. Avoid glass and falling objects

Evacuation of Building

This action is used after the decision is made that it is unsafe to remain in the building.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. EVACUATE THE BUILDING. EVACUATE THE BUILDING."

Description of Action

1. Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.

2. Teacher will secure the student roster when leaving the building and take attendance once the class is assembled in their designated area.

Off-Site Evacuation

This action is used after the decision is made that it is safer to leave the campus than to remain on site.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS."

Description of Action

1. The Incident Commander will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.
2. Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
3. Teachers will direct students to Holy Family Center for the offsite evacuation.

Reverse Evacuation

This action is used to rapidly and safely move people inside a facility when it would be dangerous to remain outside. Reverse Evacuation is appropriate when:

1. People are located outside, such as on the playgrounds, on the sports field, on the blacktop, or at an outdoor event

2. The danger necessitates a school lockdown or shelter in place, such as an active shooter, armed intruder, a threat in the surrounding community, or hazmat situation.

3. The threat or danger is a safe distance away that allows you access into a building or structure for safety.

Reverse evacuation is most commonly used before / after school, during breaks / passing periods, during lunch, or when classes are outside, such as, physical education (PE)

This action should be evaluated during a school lockdown and if appropriate, should be taken.

If it is not safe to reverse evacuate, then refer to the "If Outside" section of the ***"Lockdown"*** procedure.

Shelter in Place

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

> "ATTENTION PLEASE. SHELTER IN PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING. IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside:

1. Keep students in classrooms pending further instructions.
2. If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary, proceed to an alternative indoor location. A room of a building located upwind of the identified hazard is preferred and ideal.
2. Secure and lock all doors
3. Close all windows and window coverings
4. Account for all students
5. Do not allow anyone to leave the secure room until ALL CLEAR messages are received.
6. Students should take their seats and lessons can continue until the SHELTER IN PLACE response is lifted.
7. Passing periods and lunch should be disregarded until SHELTER IN PLACE

If outside:

1. Reverse Evacuate - Attempt to get into nearest building and secure in that building (Refer to Reverse Evacuation)
    a. If entire classroom is in unassigned classroom, notify school administration of your location
    b. If a student gets separated from class, get into the nearest classroom and have a staff member notify the student's teacher of the student's location.
2. If unable to get into a classroom or building, proceed to the office

School Lockdown

This action is used when a threat of violence, armed intruder, gunfire, or active threat/shooter is present, and it is necessary to prevent the perpetrator(s) from entering occupied areas that CAN BE secured.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, calling trees, etc.).

"ATTENTION PLEASE. THIS IS A TRAINA TIGERS ANNOUNCEMENT. INITIATE LOCKDOWN. REPEAT, INITIATE LOCKDOWN."

Description of Action

IF INSIDE, staff members are to:

1. Lock doors and sit/lie on the floor away from doors and windows, consider spreading out in the room, using cover and concealment. Also consider hiding behind desks, cabinets, and in closets.
2. Close any shades and/or blinds if it appears safe to do so.
3. Turn off the lights.
4. Blockade the door with heavy furniture / objects.
5. Once the room is secured, do not answer or open the door.
6. Do not allow anyone to leave a secure room until ALL CLEAR message is received. 7. Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.
8. Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.
9. Be as quiet as possible.
10. Consider arming yourself with objects in the room to protect yourself against the shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)

IF OUTSIDE

1. Get low & look for cover and a place to conceal yourself.
    - Low crawl if necessary.
2. Look for an open room and lock yourself inside
    - Bathroom
    - Closet
3. If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.
4. Remain calm and stay quiet
5. If able, w/o giving away your position, call the police or call or text a friend to let them know where you are located.

If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, or during passing periods.

During a lockdown, ***as a class***, if you can safely ***reverse evacuate***, you should do so.
If you are unable to ***reverse evacuate (as a class)*** during a lockdown or you are unable to get into a building/room prior to it being secured, refer to the RUN / HIDE / FIGHT portion of this procedure.

RUN – If you are NOT in a secured location or your location is compromised, you should:

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

1. Have an escape route and plan in mind
2. Evacuate regardless of whether others agree to follow
3. Leave your belongings behind
4. Help others escape, if possible
5. Prevent individuals from entering an area where the active shooter may be present 6. Keep your hands visible
7. Follow the instructions of any police officers
8. Do not attempt to move wounded people
9. Call 911 when you are safe

HIDE – Once you have escaped danger or are out of danger, you should:

Find a place to hide where the active shooter is less likely to find you.

1. Your hiding place should:

    a. Be out of the active shooter's view
    b. Get low and look for a location to conceal yourself
    c. Provide protection if shots are fired in your direction (i.e., an office, 25

bathroom, or closet with a closed and locked door)
d. Not trap you or restrict your options for movement
e. Consider moving to a new location

2. If you are unable to get to a concealed or secure location, run to a remote area and/or flee from danger

3. If able to do so and without giving away your position, call/text the police or someone you know to let them know where you are located

FIGHT - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

1. Act as aggressively as possible against the threat
2. Throwing items and improvising weapons (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)
3. Yelling
4. Committing to your actions

ANNOUNCEMENT:

Active Shooter

"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation.

Implement LOCKDOWN procedures immediately. This is not a drill."

-REPEAT-

Active shooting situations can happen anywhere and without warning. They are unpredictable and evolve quickly. Active shooters generally begin shooting at a number of people without warning. The motives for their behavior can range from rage or vengeance to mental dysfunction. The random nature of active shootings means that threats cannot be predicted, only responded to. This leaves government, public and private institutions vulnerable to serious or violent crime.

To stop the shooting and mitigate harm requires the immediate action and rapid deployment of law enforcement to contain the situation. However, active shooter situations are often over within 10 to 15 minutes before law enforcement arrives on the scene. How you respond to an active shooter will be dictated by the specific circumstances of the encounter. If an active shooter situation occurs at a school, staff members should try to remain calm and use the following procedures to help the site

administrator plan a strategy for survival.

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students and staff in a secure area away from the active shooter or **EVACUATION** procedures to remove students and staff from danger. Safety and survival must always be the foremost considerations.

When Law Enforcement Arrives:

The role of law enforcement is to stop the active shooter as soon as possible. Officers proceed directly to the area in which the last shots were heard. Officers usually arrive in teams of four, wearing either regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns, or handguns. They may use pepper spray or tear gas to control the situation. And they may shout commands and may push individuals to the ground for their safety.

The first officers to arrive to the scene will not stop to help injured people. Their task is to proceed immediately to the shooter/threat and then help you. You may need to explain this to others in order to calm them.

Until the area is secured, you may have to treat the injured as best you can. Remember basic First Aid: for bleeding, apply pressure and elevate. Items that can be used for this purpose include clothing, paper towels, feminine hygiene products, newspapers, etc.

Expect rescue teams comprising additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured person. They may also call upon able- bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned.

Do not leave the safe location or assembly point until law enforcement authorities have instructed you to do so.

Training for an Active Shooter Situation

To best prepare individuals for an active shooter situation, refer to elements of this Emergency Plan and conduct training exercises. Together, the Emergency Plan and training exercises will help develop an effective response and minimize loss of life. Key training elements for an Active Shooter situation include this Active Shooter Section, the **LOCKDOWN** and **EVACUATION** sections, evacuation maps and route assignments, bomb threat, death of student or staff, fire on site, hostage situation, kidnapping, missing student, suspicious package, and toxic agent.

Preparing for an Active Shooter Situation

In addition to training, there are preventive strategies schools can apply to help prepare for and respond better to an active shooter situation.

- Ensure that your facility has at least two evacuation routes.

- When posting evacuation routes, do not list the names of the office holders. Listing names (e.g., Mrs. Robbins) can give intelligence to someone planning an active shooter incident or hostage-taking event. Instead, use general titles, such as 3rd Grade.
- Include local law enforcement and first responders during training exercises.

PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR / YARD DUTY

1. Assume Incident Commander role. **2. Assess the situation.** **3. Is the shooter in the school?** **4. Has the shooter been identified?** **5. Has the weapon been found and/or secured?** **6. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.** **7. Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.** **8. Initiate LOCKDOWN, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room.** **a. Your hiding place should:** **i. Be out of the active shooter's view.** **ii. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door).**	**1. Be vigilant of shooter(s); report this activity to Principal's office.**	**1. Call 911. Be ready to provide location, status of campus, and all available details of the situation.** **2. Notify Superintendent's office.** **3. Follow Lockdown or Evacuation procedures as directed by the Site Administrator. Follow personal safety procedures listed in Site Administrator column as steps 2 through 7.**	**1. If shooter(s) is/are observed, report to Principal's office.**

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR / YARD DUTY
iii. Not trap you or restrict your options for movement. b. To prevent an active shooter from entering your hiding place: i. Lock the door. ii. Blockade the door with heavy furniture (keeping in mind that doors open outward and the gain of blockade efforts is that it will serve as an impediment to access). c. If the active shooter is nearby: i. Lock the door. ii. Silence your cell phone or pager. iii. Turn off any source of noise (e.g., radios, televisions). iv. Hide behind large items (e.g., cabinets, desks). v. Remain quiet. d. If evacuation and hiding out are not possible: i. Remain calm. ii. Dial 911, if possible, to alert police to the active shooter's location. iii. If you cannot speak, leave the line open and allow the dispatcher to listen. 9. If there is an accessible escape path, consider initiating EVACUATION, and attempt to evacuate the premises. a. Have an escape route and plan in mind. b. Evacuate regardless of whether others agree to follow. c. Leave your belongings		4. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by: a. Acting as aggressively as possible against him/her. b. Throwing items and improvising weapons. c. Yelling. 5. Once the situation is neutralized, initiate automated emergency phone message regarding status of emergency including evacuation information.	

behind. **d. Help others escape if possible.** **e. Prevent individuals from entering areas where the active shooter may be.** **f. Follow the instructions of any police officer.** **g. Keep your hands visible.** **h. Do not attempt to move wounded people.** **i. Call 911 once you are safe.**			

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
10. Make public address announcement. Instruct teachers and staff to immediately LOCKDOWN and EVACUATE, as determined in steps 2 through 7. **11. Contact school resource office or other security personnel and provide available information.** **12. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement.** **13. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by:** **a. Acting as aggressively as possible against him/her.** **b. Throwing items and improvising weapons.** **c. Yelling.** **14. When able, alert Superintendent's office.** **15. Access the "Site Office/First** **Responder's Emergency Bag," in order to provide fire officials and/or law enforcement with maps and keys.** **16. Provide whatever assistance law enforcement requires entering the school.** **a. Be prepared to provide building names, the number, location, and the physical description of the active shooter or shooters (e.g., weight height, race, gender, clothing color and style, etc.), the number and type of weapons held by the shooter(s) (e.g., handgun, rifle, shotgun, explosives), and the number of potential victims at the site.** **17. According to site communication plan, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the** **situation.**			

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/

			YARD DUTY
18. Once situation has been neutralized, initiate EVACUATION or ALL CLEAR procedures as directed by law enforcement. **19. Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including EVACUATION information if applicable.** **20. Once situation is neutralized, ensure injured students and staff members receive medical attention.** **21. According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.** **22. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.** **23. Keep crime scene secure.** **24. Meet law enforcement at Incident Command Post.** **25. If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Request victim identification and transport information. Complete tracking for School Site Incident Commander. Only Coroner, Police Chaplain, or other public official should deliver official notification of deceased persons.** **26. Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.** **27. Arrange for immediate crisis** **counseling for students and staff.**			

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
28. Debrief with all school staff, even if they were not present on campus during the incident. **29. Provide informational updates to staff, students, and their families during the following few days.**			

Should a student or staff member perish in an active shooter situation:

1. **Do not do anything without first consulting with law enforcement officers.**
2. **If and when directed by law enforcement officers, refer to the section of this plan entitled Death of Student or Staff for guidance.**

TEACHER/STUDENT

1. If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security.

2. If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately.

3. Follow procedures for **LOCKDOWN** or **EVACUATION** as directed by Site Administrator/Incident Commander.
4. Quickly determine the most reasonable way to protect your own life. Remember that students and site visitors are likely to follow the lead of teachers and administrators during an active shooter situation.
5. If there is an accessible escape path, initiate **EVACUATION**, and attempt to evacuate the premises.

a. Have an escape route and plan in mind.

b. Evacuate regardless of whether others agree to follow.

c. Leave your belongings behind.

d. Help others escape of possible.

e. Prevent individuals from entering areas where the active shooter may be.

f. Follow the instructions of any police officer.

g. Keep your hands visible.

h. Do not attempt to move wounded people.

i. Call 911 once you are safe.

6. If **EVACUATION** is impossible, initiate **LOCKDOWN**, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room.

a. Your hiding place should:

i. Be out of the active shooter's view.

ii. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door).

iii. Not trap you or restrict your options for movement.

b. To prevent an active shooter from entering your hiding place:

i. Lock the door.

ii. Blockade the door with heavy furniture (keeping in mind that doors open outward and the gain of blockade efforts is that it will serve as an impediment to access).

iii. If the active shooter is nearby:

iv. Lock the door.

v. Silence your cell phone or pager.

vi. Turn off any source of noise (e.g., radios, televisions).

vii. Hide behind large items (e.g., cabinets, desks).

viii. Remain quiet.

c. If evacuation and hiding out are not possible:

i. Remain calm.

ii. Dial 911, if possible, to alert police to the active shooter's location.

iii. If you cannot speak, leave the line open and allow the Dispatcher to listen.

7. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by:

i. Acting as aggressively as possible against him/her.

ii. Throwing items and improvising weapons.

iii. Yelling.

AFTER CRISIS HAS BEEN NEUTRALIZED

TEACHER/STUDENT

1. Follow procedures for **EVACUATION** as directed by law enforcement and/or Site Administrator.

a. Remain calm and follow the law enforcement officer's instructions.

b. Put down any item in your hands (e.g., bag, jacket).

c. Immediately raise your hands and spread your fingers to allow the officers to see that your hands are empty and that you are not a threat.

d. Keep your hands visible at all times.

e. Avoid making quick movements toward officers, such as attempting to hold on to them for safety.

f. Avoid pointing, screaming, or yelling.

g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

2. The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults.

3. If necessary, the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.

4. Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor.

5. All staff will participate in staff debriefings.

All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. email, calling tree, send messengers to deliver instructions, etc.).

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Intruder Alert All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

BELL WILL RING "ATTENTION PLEASE. ALL CLEAR. THANK YOU."

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Parent Alert

1. Secretary will activate the emergency voice message.
2. The School Districts' technology-based parent notification and school-to-home communication system will be activated. This system will allow the Incident Command Team the ability to send communications to identified parents and faculty.

   The School District's notification system will be utilized to provide communications to parents during emergency response situations on site. Under the Incident Commander's direction, the Site Public Information Officer will be responsible for developing outgoing messages (email or phone message, whichever is appropriate for the given situation) and transmitting them to the parent community.

   In the event that the School District's notification system is not functional, the site Public Information Officer and site staff, designated by the Incident Commander to assist, will contact parents via phone and or email with information provided in the Student Emergency Form.

Student Release/ Parent Process of Pick-up

In the event of the disaster or local emergency, the District's custodial responsibility of students may be extended beyond the range of normal operating hours. The following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.
- Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.

- If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

Reunification

After a mass casualty or critical incident it is important to quickly reunite survivors with their loved ones. The District's custodial responsibility of students may be extended beyond the range of normal operating hours. When it is necessary to perform an off campus evacuation, the following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- A designated off-campus location will be made by the Incident Commander (or his or her designee).
- Security and supervision will be in place prior to any students being transported to the off site location.
- Transportation services will be contacted and arranged by the Incident Commander (or his or her designee).
- If necessary, counselors should be contacted and respond to the reunification site.
- The following protocols should be followed: Protocols for notification, information release, orderly check-in, check-out, record keeping, and release of minors to adults.
- The Student Attendance / Release Team should be in place prior to student arriving.
- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.
- Upon reunification of student with guardian, instruct guardian to sign Emergency

Student Release Log sheet entry of student indicating release of student.

● If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

After a critical incident, you should remember that the incident may be criminal and investigated by law enforcement. If it is an active investigation, witnesses and victims may need to be contacted by law enforcement delaying the reunification. Witnesses and victims may need to be separated to keep the integrity of the investigation.

School Closure

In the event that an emergency incident has rendered the site inoperable and uninhabitable, the Site Incident Commander will consult with the Superintendent with an update on the status of the site and situation. After conferring and receiving instructions from the Superintendent to close the school site:

<u>During school hours with staff and students on site:</u>

- Site Incident Commander will activate the Off-Site Evacuation Response.
- Site Incident Commander or designee will Activate Parent Notification System to alert parents of new location of student assembly.
- Update District EOC or District Public Information Officer of new student assembly area.

<u>After school hours with staff and students off site:</u>

- Site Incident Commander will alert Command Team and Activate School District's Parent Notification System to school closure.

Information Provided to Police Dispatcher or 911 Operator

When reporting an emergency to law enforcement it is important to provide as much information as possible. Allow the call-taker to be in control of the conversation and ask the questions. Remember to remain calm. Officers are often responding even though you are still providing information to the call-taker. Below is some of the information that must be provided depending on the nature of the emergency.

1. Address and location of incident
2. Nature of emergency, threat (i.e. armed intruder, active threat/shooter, suspicious package, bomb threat)
3. Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb

threat

4. Number of suspects, if more than one
5. Physical description of suspects(s) (describe race, gender, height, weight, build, hair color / style / length, facial hair, clothing head to toe, and anything that stands out; such as, tattoos, hat, glasses, disguise.
6. Number and type of weapons held by the active threat/shooter
7. Number of potential victims at the location
8. Possible lookouts
9. Suspicious vehicle(s) that may belong to the suspect(s)

Emergency Procedures

Threat Assessment Process

A threat is an expression of intent to harm someone. If a student has intentionally engaged in harassment, threats, or intimidation against school personnel or pupils that clearly disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (EC 48900.4) that student should be subject to a threat inquiry process.

Threats may be spoken, written, or gestured. Threats may be direct or indirect and need not be communicated to the intended victim or victims. Any threat expressed through electronic means, including a message, text, sound, or image by means of an electronic device (ED Code 32261g) will be treated like any other threat that impacts the school environment. Weapons possession is presumed to be a threat unless circumstances clearly indicate otherwise. When in doubt, assume it is a threat.

Continuum of Threats

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

The Process

If the threat is transient and easily mitigated, take appropriate action

- Resolve the threat through explanation or apology
- Provide counseling and education as needed
- Administer discipline if appropriate

If the threat is substantive, take appropriate action
**NOTE: All threats involving weapons should be considered substantive. If the threat is serious substantive, take appropriate action.

- Take precautions to protect victims
- Notify intended victim and victim's parents
- Discipline student for threat
- Determine appropriate intervention for student (counseling/mediation)
- Verify that threat has been resolved and interventions are in place

- District-level staff may involve district psychologist, law enforcement, legal counsel, human resources personnel, or special education director

Tarasoff Warning

A Tarasoff warning (Tarasoff v. Regents of the University of California, 1976) requires authorities to notify a potential victim in the event of a substantive threat. This is known as "The duty to protect" in which the CA Supreme Court ruled, "The protective [confidentiality] privilege ends where public peril begins."

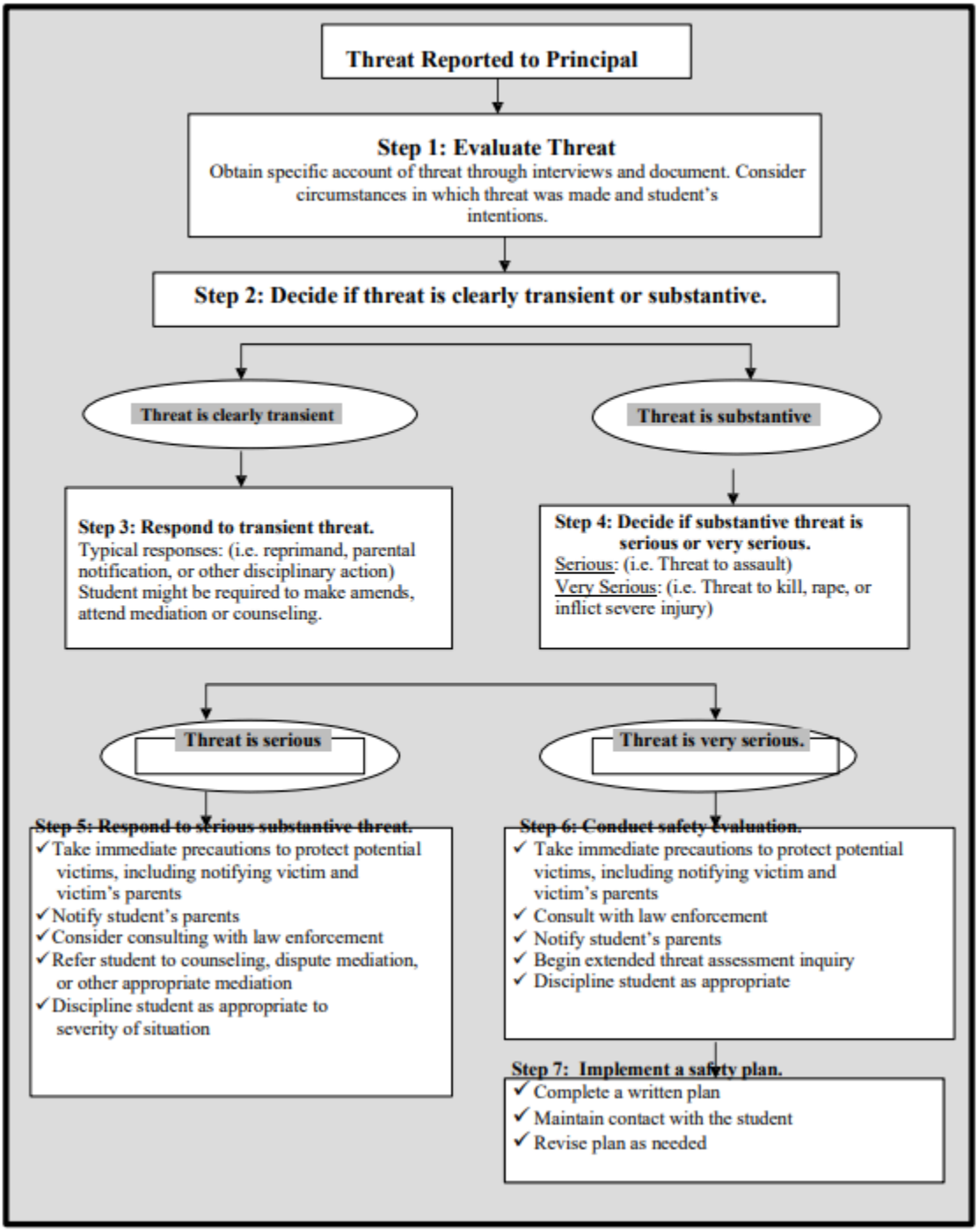
Respond to very serious substantive threat by including district level administrators in the threat inquiry process.

Tarasoff Guidelines

- Clearly state in all behavior code documents that, "All threats will be taken seriously. You will be informed if your student makes or receives a credible threat"
- Only warn if the threat is specific and substantive
- Immediately contact parents of all students involved
- Safety trumps confidentiality, but share only what is necessary

Wright, Diana Browning. "Legally Sound, Effective Guidelines for Responding to Student Threats of Violence: A Team A.R.M.S. Approach." www.dianabrowningwright.com

THREAT INQUIRY PROCESS



Responding To A Person Reasonably Believed To be Suffering from an Opioid Overdose

If you suspect someone is experiencing a fentanyl overdose, it is crucial to seek emergency medical help immediately by calling 911. While waiting for professional help, here are some general guidelines that might be recommended:

Assess the Situation:

1. Ensure your safety first. Do not put yourself at risk of exposure to the substance.

2. Check the person for responsiveness. Shake them gently and shout their name.

3. If there is no response, call for emergency assistance immediately.

Administer Naloxone (Stored in the school office):

1. Naloxone is a medication that can reverse the effects of an opioid overdose, including fentanyl. Some people, such as friends or family members of individuals at risk of overdose, may be prescribed naloxone.

2. Administer naloxone according to the instructions provided with the kit. It is often given as an intramuscular injection or nasal spray.

Perform CPR (if necessary):

1. If the person is not breathing or has difficulty breathing, start CPR.

2. Chest compressions and rescue breaths can help maintain oxygen flow to vital organs until professional help arrives.

Stay with the Person:

1. Stay with the person until emergency medical personnel arrive.

2. If the person regains consciousness, keep them calm and encourage slow, deep breaths.

Provide Information to Emergency Responders:

1. When emergency personnel arrive, provide information about the situation, including any known substance use and the possibility of fentanyl exposure.

2. Remember, these are general guidelines, and it's crucial to follow the advice of medical professionals. Good Samaritan laws protect individuals seeking medical assistance for someone experiencing an overdose, so don't hesitate to call for help.

Identify School Personnel to Train in Administering Naloxone and CPR:

It's essential to receive proper training in administering naloxone and CPR. If you are in a situation

where opioid overdoses are a concern, consider taking a first aid and CPR course that includes training on responding to opioid overdoses. Additionally, consult with healthcare professionals for guidance specific to your location and circumstances.

Earthquake

Upon the first indication of an earthquake, teachers should direct students to Duck, Cover, and Hold. Follow the procedures listed below for all earthquake events:

1. Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander (or his/her designee) will issue the All Clear Response. Use designated routes and proceed directly to the assembly area. Teachers shall notify the Student Attendance/Release Team of missing students.
2. The Incident Commander (or his/her designee) to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
3. Warn all school personnel to avoid touching fallen electrical wires.
4. First Aid Team will check for injuries and provide appropriate first aid.
5. The Incident Commander (or his/her designee) will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
6. If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander (or his/her designee) to make an initial inspection of the school buildings, if needed.
7. The Incident Commander (or his/her designee) will contact the Office of the District Superintendent to determine if additional actions are deemed necessary.

In the event an earthquake occurs during non-school hours:

1. The Incident Commander and Identified Maintenance/ Facilities Personnel* will assess damages to determine needed corrective actions. For apparent damages, contact the District Superintendent to determine if the school should be closed.
2. If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

Fire on School Grounds

In the event of a fire on school grounds, the following procedures should be implemented: 1. Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.

2. The Incident Commander (or his/her designee) will immediately issue the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

3. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) of the fire.
4. The Security Team will secure the area to prevent unauthorized entry and keep

access roads clear for emergency vehicles.

5. Search and Rescue Leader will direct the fire department to the fire and brief fire department officials on the situation.

6. The Facilities Team will notify the appropriate utility company of damages. 7. The Incident Commander (or his/her designee) will notify the District Superintendent's Office and Maintenance and Operations of the fire.

8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.

9. For any fires on campus, the Incident Commander and District Superintendent will determine whether the school will resume operations and/ or open the following day.

Fire in Surrounding Area

In the event of a fire in the surrounding area, the following procedures should be implemented:

1. The Incident Commander (or his/her designee) will initiate the appropriate immediate response actions, which may include: STAND BY ALERT, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATION OF BUILDING or OFF-SITE EVACUATION.
2. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) of the fire.
3. The Incident Commander (or his/her designee) will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
4. The Incident Commander (or his/her designee) will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres, or other conditions. The Incident Commander or designee will maintain open communication with the fire department.
5. If the Incident Commander or designee issues the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take the student roster and take attendance to account for students. Teachers will notify the Student Attendance/Release Team of missing students.
6. The Incident Commander (or his/her designee) will keep a battery-powered radio tuned to a local radio station for emergency information.
7. In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.
8. If appropriate, the Incident Commander or designee will implement the PARENT ALERT SYSTEM.
9. The Incident Commander or designee will notify the District Superintendent, Maintenance and Operations of the emergency situation.

Explosion / Bomb Threat

There are three possible scenarios involving the explosion/ bomb threat. Determine which scenario applies and implements the appropriate response procedures described below.
Scenario 1: Explosion on school property
Scenario 2: Explosion or credible bomb threat in surrounding area.

Scenario 3: Bomb threat on school property

Scenario 1: Explosion on School Property

1. Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DUCK, COVER, AND HOLD, or EVACUATE BUILDING.

2. The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.

3. After the blast, the Incident Commander will initiate another Response Action, which may include: SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.

4. If the explosion occurred within the school buildings, Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

5. During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED)

6. If a suspicious packaged or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.

7. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.

8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.

9. If necessary and deemed safe to do so, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel. (Incident Commander should wait for verification or all clear of additional threats of explosion from first responders)

10. The Facilities Team will notify the appropriate utility company of damages.

11. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.

12. The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.

The Incident Commander (or his/her designee) will issue other instructions as needed.

Scenario 2: Explosion or Threat of Explosion in Surrounding Area

1. The Incident Commander (or his/her designee) will order SHELTER IN PLACE.
2. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
3. Incident Commander (or his/her designee) will instruct all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
4. The Incident Commander (or his/her designee) will issue other instructions as needed.
5. All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

Scenario 3: Bomb Threat on School Property

Treat each and every bomb threat seriously. Bomb threats are most often received by telephone, email, text message, social media, handwritten notes, and writings on objects, walls, or structures.

1. The Incident Commander (or his/her designee) will initiate appropriate Response Actions, which may include DUCK, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Incident Commander issues the EVACUATION OF BUILDING action, the front office secretary (if possible) will forward the site's main phone line to the pre-recorded emergency outgoing message. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the assembly area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
3. If the bomb threat is specific to an area, that information will be relayed to students and staff so that evacuation routes may be altered and secondary routes will be used. It is imperative, while evacuating, to look for suspicious packages or secondary Improvised Explosive Devices (IED's)
4. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
5. Incident Commander (or his/her designee) will instruct (if possible) all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
6. If necessary, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).
7. The Facilities Team will notify the appropriate utility company of damages.

8. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.

9. The Incident Commander or the designee will issue other instructions as needed.

Received Telephone Bomb Threats

Treat each and every bomb threat seriously.

In the event a bomb threat is received via telephone, it is imperative the receiving caller keep the suspect on the telephone line as long as possible, listen carefully, ask key questions, and complete the Bomb Threat Checklist.

Bomb threats received by phone:

1. Remain calm
2. Keep the caller on the line for as long as possible
3. DO NOT HANG UP, even if the caller does
4. Listen carefully
5. Be polite and show interest
6. Try to keep the caller talking to learn more information
7. If possible, write a note to a colleague to call the authorities
8. If your phone has a display, copy the number and/or letters on the window display
9. Complete the Bomb Threat Checklist immediately
10. Write down as much detail as you can remember
11. Try to get exact words
12. Immediately upon termination of the call, do not hang up, but from a different phone, contact Law Enforcement immediately with information and await instructions.

Ask the following key questions:

1. How many bombs are there?
2. Where is the bomb(s) located? (Building, Floor, Room, etc.)
3. When will it go off?
4. What does it look like?
5. What kind of bomb is it?
6. What will make it explode?
7. Did you place the bomb(s)? (Yes / No)
8. Why?
9. What is your name?

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- **Follow your local guidelines**
- **Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)**
- **911**

BOMB THREAT CHECKLIST

Date: _____ **Time:** _____

Time Caller Hung Up: _____ **Phone Number Where Call Received:** _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

_____

_____

_____

_____

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice

- ❑ Accent
- ❑ Angry
- ❑ Calm
- ❑ Clearing throat
- ❑ Coughing
- ❑ Cracking voice
- ❑ Crying
- ❑ Deep
- ❑ Deep breathing
- ❑ Disguised
- ❑ Distinct
- ❑ Excited
- ❑ Female
- ❑ Laughter
- ❑ Lisp
- ❑ Loud
- ❑ Male
- ❑ Nasal
- ❑ Normal
- ❑ Ragged
- ❑ Rapid
- ❑ Raspy
- ❑ Slow
- ❑ Slurred
- ❑ Soft
- ❑ Stutter

Background Sounds:

- ❑ Animal Noises
- ❑ House Noises
- ❑ Kitchen Noises
- ❑ Street Noises
- ❑ Booth
- ❑ PA system
- ❑ Conversation
- ❑ Music
- ❑ Motor
- ❑ Clear
- ❑ Static
- ❑ Office machinery
- ❑ Factory machinery
- ❑ Local
- ❑ Long distance

Other Information:

_____

_____

Threat Language:

- ❑ Incoherent
- ❑ Message read
- ❑ Taped
- ❑ Irrational
- ❑ Profane
- ❑ Well-spoken

_____

_____

_____

Homeland Security

Suspicious Object / Package / Device

Suspicious packages on school grounds are objects, packages, and/or devices, where the identity of the owner is not known coupled with suspicion that the object, package, or device may pose a threat to the school. Police should be immediately notified and are responsible for investigation of the suspicious object, package, or device. If needed, police will notify the Explosive Ordnance Disposal for further investigation or detonation of the object.

When a suspicious object is located these principals should be immediately applied: 1. Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. Evacuate all classes within affected area away from suspicious object.
2. Contain – If possible, set up a perimeter around the suspicious object a safe distance away. Attempt to keep students and staff from entering the affected area.

3. Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area.

DO NOT
1. Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb
2. Touch or move suspicious packages
3. Activate the fire alarm

Refer to the chart below from Homeland Security for bomb threat stand-off distances.

BOMB THREAT STAND-OFF CARD

Threat Description	Explosives Capacity	Mandatory Evacuation Distance	Shelter-in-Place Zone	Preferred Evacuation Distance
Pipe Bomb	5 lbs	70 ft	71-1199 ft	+1200 ft
Suicide Bomber	20 lbs	110 ft	111-1699 ft	+1700 ft
Briefcase/Suitcase	50 lbs	150 ft	151-1849 ft	+1850 ft
Car	500 lbs	320 ft	321-1899 ft	+1900 ft
SUV/Van	1,000 lbs	400 ft	401-2399 ft	+2400 ft
Small Delivery Truck	4,000 lbs	640 ft	641-3799 ft	+3800 ft
Container/Water Truck	10,000 lbs	860 ft	861-5099 ft	+5100 ft
Semi-Trailer	60,000 lbs	1570 ft	1571-9299 ft	+9300 ft

Sources: Department of Homeland Security, Office for Bombing Prevention, Arlington, VA; FBI, Bomb Data Center, Quantico, VA; Technical Support Working Group, Arlington, VA

Intruder on School Grounds

An intruder on school grounds is defined as an unknown, unauthorized, and/or unwanted subject on school grounds that MAY or MAY NOT pose a threat to the school. The person no justification for being on the school campus. Intruders are committing the crime of Criminal Trespass.

If the person does not appear to be a threat and you feel comfortable approaching the person(s), you shall consider the following:

1. Take another staff member with you prior to contacting the intruder
2. Advise someone in the office that you are going to contact the intruder
3. Have a form of communications, such as a 2-way radio so you can provide updates
4. Have the intruder kept under constant covert surveillance
5. Approach and greet the intruder in a polite and non-threatening manner.
6. Identify yourself as a school official.
7. Ask the intruder for identification.
8. Ask the intruder for their purpose for being on the school campus
9. If they have justification for being on campus direct them to the office for assistance

If the intruder does not have a justification to be on the campus, you shall consider the following:

1. If the intruder is not armed or threatening, advise the intruder of the trespass laws.

2. Immediately ask the intruder to leave and instruct them to the nearest exit point.

3. Escort the intruder off school grounds
4. Notify the office / School Administration so that they can assess and monitor the situation.
5. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
6. If the intruder gives no indication of voluntarily leaving the premises, notify Police and School Administration.

If the intruder is armed or threatening, you shall do the following:

1. Retreat to a position of safety
2. Immediately notify the office / School Administration
3. Initiate a School Lockdown
4. Call 9-1-1 or have another person call for you

Threat of Violence / Weapons on Premises

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If the threat or perpetrator is in your immediate area and you are not able to LOCKDOWN or initiate a LOCKDOWN, you should immediately Isolate and Evacuate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.
Implement the following procedures to control and contain the situation.

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include LOCKDOWN, REVERSE EVACUATION, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. Staff should attempt to isolate perpetrator from students, if it is safe to do so.
3. The Incident Commander (or his/her designee) will call "911" and the Police Department or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. If the perpetrator is a student, DO NOT notify the family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Police Department will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Hostage Situation

Staff and students should sit quietly if they are in this situation. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin fleeing from danger.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

If the intruder speaks to you or to your students, answer him or her. Do not provoke him

or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the intruder as being directed at him or her.

Students should be taught to respond by themselves when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, flee from danger and STAY CALM.

If and when possible, call 9-1-1 and then School Administration.

Unrest (Riot)

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved and/or other significant threats are anticipated, do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

Onsite

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION
2. Staff should attempt to isolate the perpetrator from students, if it is safe to do so. 3. The Incident Commander (or his/her designee) will call "911" and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff. 5. If the perpetrator is a student, DO NOT notify the family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation. 6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.

8. The Security Team will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and

Notify the Incident Commander of missing persons.

Off-Site

10. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING
11. The Incident Commander (or his/her designee) will call "911" and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
12. If approached by perpetrator (s) and immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate.
13. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
14. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
15. Refer media inquiries to the designated Public Information Officer.
16. The Security Team will control all points of entry.
17. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Power Outage / Black Out

In the event of loss of utilities at the school site, the following procedures should be implemented:

1. Upon notice of loss of utilities the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.
2. The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.
3. If the Incident Commander (or his/her designee) issues the EVACUATE BUILDING command evacuate using prescribed routes or other safe routes and proceed directly to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student Attendance/ Release Team of missing students.
4. The Incident Commander (or his/her designee) will notify District Superintendent of the loss of utility service.
5. The Facilities Team will implement the following plans in the event normal utilities are disrupted.

Child Abduction / Suspected Child Abduction

1. Do a PA all-call for student, have staff physically search site (who might still be on school grounds). Have clerical check sign out sheet in front office.
2. Call classroom teacher. Confirm what student was wearing and how student goes home each day. Ask for list of closest friends.
3. Confirm with ALL parents / guardians that no one had permission to pick-up child.
4. Call emergency contacts listed on emergency form. Call friends to see if student went home with someone without parental permission.
5. Contact Police Department/SRO. Give description of child/clothing. Have a picture available to email/fax whenever possible. Notify District Office (Superintendent's office).
6. If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.
7. Remain at school site until student is located. Notify Police Department/SRO, District Office, etc. once student is located.

Note:

A. If student has been abducted, immediately call 911 and report the incident.

B. Have secretary call Superintendent's office to report the incident.

C. Keep witnesses at site to be interviewed by Police Department/SRO.

D. If you have multiple witnesses, separate them and do not allow them to talk about the abduction.

Site Disaster Response Team Members and Team Responsibilities

Position	Name	Title
Incident Commander	Nico Sandoval	Principal
Deputy Incident Commander	William DeLong	Vice Principal
Public Information Officer	Dr. Jim Bridges	Superintendent
Safety Officer	Agustin Melchor	Custodian
Liaison Officer	Bertha Ramon	Superintendent's Assistant

Team Assembly Location/ Incident Command Center

Primary: Administration Building

Secondary: Multi-Purpose Room

Responsibilities

Incident Commander

- Direct activities/provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for, and request outside assistance
- Communicate with Superintendent

Deputy Incident Commander

- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures, if needed.
- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander

Public Information Officer

- Documents the course of the incident and records the response and timekeeping
- Generates public statements and update to community
- Oversees student attendance and release

Safety Officer

- Reports to Deputy Incident Commander
- Oversees the search and rescue, facilities and first aid

Liaison Officers

- Oversees/Receives reports from all Student Supervision Team**,** Student Attendance/Release Team, Facilities Team, and Crisis Response Team and provides updates from these areas to the Incident Commander and Public Information Officer.
- Provides updates from the incident command center to the various teams.

First Aid Team

The First Aid Team provides the immediate first aid treatments for injured students and staff while awaiting assistance from medical first responders (i.e. paramedics, EMT, etc.).

The following staff members are to be First Aid Team Leads for the following areas:

Name	Location

Marv Amaral	Gym
Brittany Mayer	Gym
Erik Saia	Gym

Team Assembly Location/First Aid

Primary: Gymnasium

Secondary: Multi-Purpose Room

Responsibilities

- Places identifying tag on every injured individual that receives first aid or is brought in for first aid.
- Provides first aid treatment only until medical first responders arrive on site.
- Communicates status and needs to the site Safety Officer and Liaison officer.
- Communicates status of injured individuals to medical first responders when they first arrive on site.
- Continues to provide first aid treatment in conjunction with medial first responders as needed.
- Annually maintains and restocks first aid kits when necessary.

Search and Rescue Team

The Search and Rescue Team provides fire suppression when appropriate and provides systematic searches for unaccounted students and/or staff. Staff members in the following room numbers are assigned to Search and Rescue:

The following staff members are assigned to the Search and Rescue Team and will initially meet in the areas indicated.

Team Leads

Name	Location
Melissa Jones	Administration Building
Aubrey Rualo	Administration Building
Christina Huysentruyt	Administration Building

Team Assembly Location/Search and Rescue

Primary: Administration Building
Secondary: Multi-Purpose Room

Responsibilities

- In teams of two, systematically sweeps through all site facilities and rooms in search of missing, hiding, injured, or trapped individuals.
- Communicates with the Student Attendance/Release Team any individuals found in the course of the search.
- If safe to do so and the individual can be moved, aids in directing the individual to the assembly area.
- Reports to Command Center and first responder unit, if appropriate, the results of the search and rescue activities.

Student Supervision Team

The Student Supervision Team oversees and supervises students while awaiting release to authorized guardians or release back to normal school and classroom operations.

Team Leads

Name	Location
Machone Hicks	Administration Office
Cindy Guinn	Administration Office

Responsibilities

- Oversees student activity in the evacuation zone.
- Keep a calm environment in the evacuation zone.
- Maintains security of the assembly area to keep non District staff members out of assembly area and to keep students within the assembly area until released by the Student Release Team.
- Assists with maintaining attendance logs throughout incident.
- Documents any incidents within the student assembly area (student sneaking out, stranger entering the area, etc.)
- Communicates with Student Attendance/ Release Team to release students to leave assembly area for release to guardians.
- Checks identity of anyone seeking entry into the assembly area.
- Communicates with Liaison Officer to provide updates and to request supplies or assistance.

Student Attendance/Release Team

The Student Attendance/ Release Team, in conjunction with teachers, maintains a record of students accounted for throughout the duration of the emergency. The team also coordinates the release of students to authorized guardians and maintains documentation of student whereabouts and releases.

Team Members

Name	Title
Guadalupe Madrid	Principal Secretary
Vanessa Salinas	Attendance Clerk

Responsibilities

- Interacts with the Incident Command Team.
- Obtains reports of missing students from teachers. Gather Injury and Missing Person's report from each teacher and report to Incident Command Team.
- Checks student emergency card for name of person(s) authorized to pick up student.
- Releases student only to an authorized person and verify with identification.
- Completes Student Release Logs

Facilities Team

The Facilities Team is responsible for shut off of all utilities (i.e. water, gas, electrical, etc.) as required by the nature of the emergency. The team is also responsible for facility assessment for safe occupation and damage assessments during the recovery phase of an emergency.

Name	Title
Agustin Melchor	Head Custodian
Dan Busch	Custodian
Jose Sanchez	Custodian

Responsibilities

- Under the direction of the Safety Officer check utilities in the event of a natural disaster and turn off all utilities as directed by the Incident Command Team.
- Check for and document any building damage following an emergency that may have caused damage to a building.

Security Team

The Security Team ensures the security of the facility (access into/out of) and is responsible for the school premise including the immediate surrounding streets to ensure access ways for first responders.

Name	**Title**
Christina Topete	Clerk I
Ben Cooper	Music Teacher
N/A	Student Community Liaison
Anitha Vancha	EL Aide
Kristina Ross-Ortiz	EL Paraprofessional
Kelli Strohlein	Intervention Specialist
Cristin Halverson	Para
Ann Garvin	Para

Team Assembly Location

Primary: Cafeteria

Responsibilities

- Under the direction of the Deputy Incident Commander, maintains access into and out of site campus for first responders.
- Controls access into campus site and campus buildings when directed to do so.
- Continuously assesses situation inside and outside of campus to provide updates to Command Center via the Safety Officer.
- Coordinate Traffic

Crisis Response Team

The Crisis Response Team will assist students in coping with emergency situations (e.g. earthquake, fire, death, suicide, or local, regional, or world events) until mental health service referrals can be arranged, if needed.

Name	**Title**
Jennifer Maamo (VCC)	School Counselor
Shaundra Minaudo	School Psychologist

Team Assembly Location

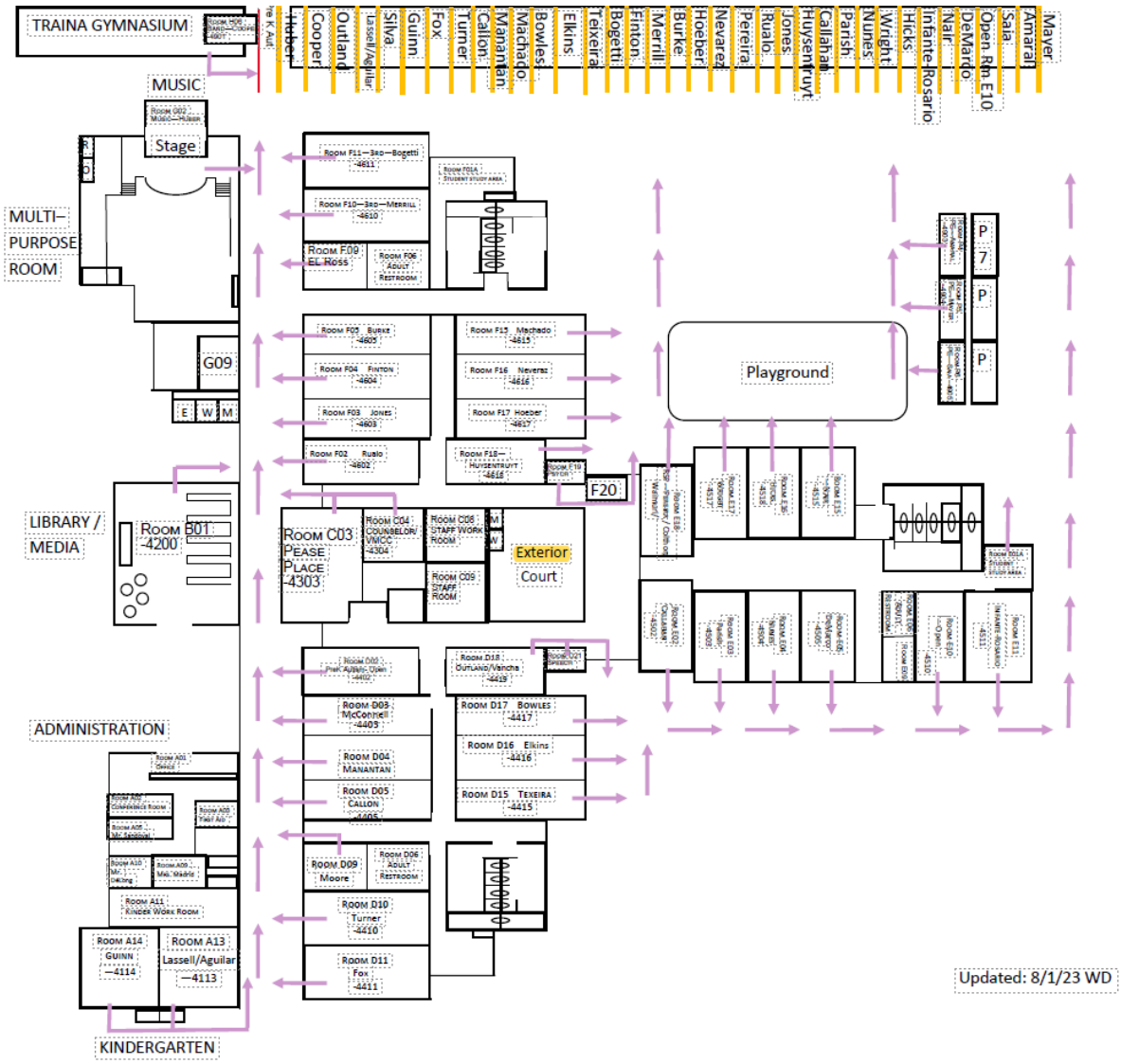
Primary: School Office

Alternate: Multi-Purpose Room

Responsibilities

- Provides support to parents and students during and directly following an emergency situation to aid in maintaining calm.
- Provides immediate support and counseling and refer students and/or parents to appropriate mental health services when available
- Directs students and/or parents to mental health services when services are made available.

Evacuation Map



Incident Command System (ICS)

The Incident Command System is responsible for site specific emergency response activities. School administrators and staff members need to have knowledge of ICS in the event ICS is activated.

ICS is a standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.

General Staff

To maintain span of control, the Incident Commander may establish the following four Sections: Operations, Planning, Logistics, and Finance/Administration.

The General Staff report directly to the Incident Commander.

Remember . . . The Incident Commander only creates those sections that are needed. If a Section is not staffed, the Incident Commander will personally manage those functions.

Incident Commander's Overall Role

The Incident Commander must have the authority to manage the incident and be briefed fully. In some instances, a written delegation of authority should be established.

Personnel assigned by the Incident Commander have the authority of their assigned positions, regardless of the rank they hold within the school administration.

Incident Commander Responsibilities

In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for:

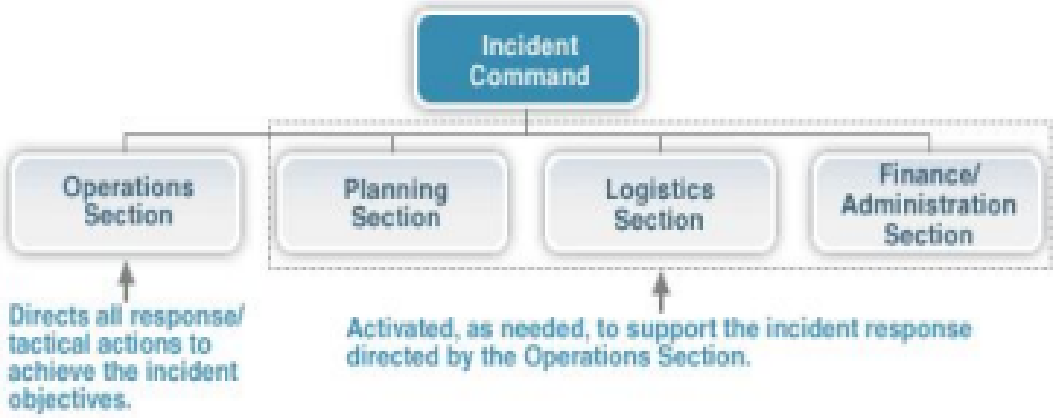
- Ensuring incident safety.
- Providing information services to internal and external stakeholders, such as parents.

- Establishing and maintaining liaison with other agencies participating in the incident.

The Incident Commander may appoint one or more Deputies. **Deputy Incident Commanders must be as qualified as the Incident Commander.**

General Staff Overview

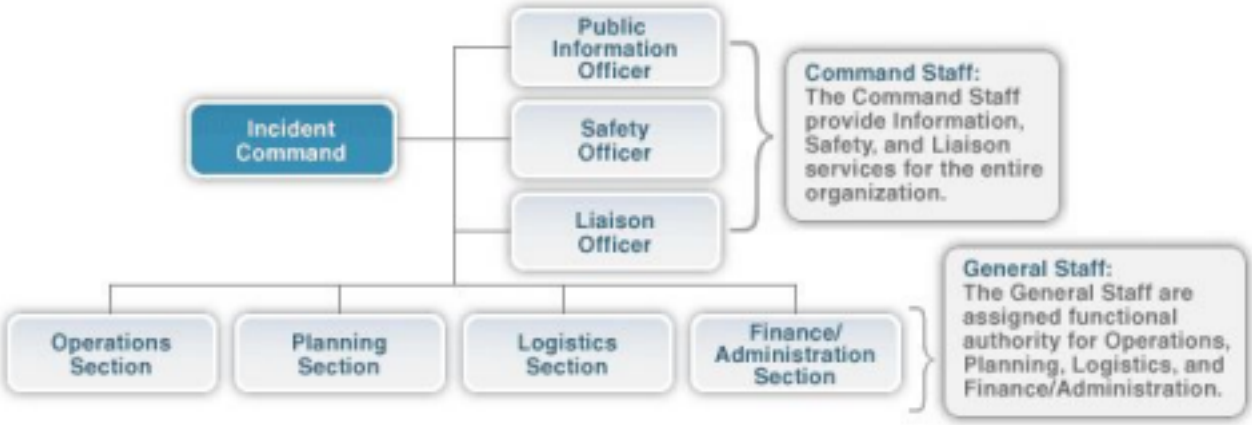
The General Staff overall responsibilities are summarized below:



In an expanding incident, the Incident Commander first establishes the Operations Section. The remaining Sections are established as needed to support the operation.

Expanding the Organization

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff. The Incident Commander will add positions only as needed.



Command Staff

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.

The Command Staff reports directly to the Incident Commander.

Operations Section Chief

Typically, the Operations Section Chief is the person with the greatest technical and tactical expertise in dealing with the problem at hand. The Operations Section Chief:

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.

Operations Section Chief's Role

I take direction from the Incident Commander. I'm responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that I organize, assign, and supervise all the tactical or response resources assigned to the incident. I would also manage the Staging Area, if one were established.

Operations Section: Single Resources

Single Resources are individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor. On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.

Operations Section: Teams

Single resources may be organized into teams. Using standard ICS terminology, the two types of team configurations are:

- **Task Forces** are a combination of **mixed resources** with common communications operating under the direct supervision of a Leader. • **Strike Teams** include all **similar resources** with common communications operating under the direct supervision of a Leader.

Most school-based incidents typically use the terms, "Teams and Team Leaders." The terms Task Forces and Strike Teams comply with ICS common terminology and would be more easily understood by community-based responders.

School Incident "Strike Teams"

The Operations Section organization chart shows possible team assignments in a school incident. Each team would have a Team Leader reporting to the Operations Section Chief.

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Potential Operations Section Strike Teams

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search & Rescue Teams are also responsible for: ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for: ● Setting up first aid area for students. ● Assessing and treating injuries. ● Completing master injury report. Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ● **Accounting for the whereabouts of all students, staff, and volunteers.** ● Setting up secure assembly area. ● Managing sheltering and sanitation operations. ● Managing student feeding and hydration. ● Coordinating with the Student Release Team. ● Coordinating with the Logistics Section to secure the needed space and supplies.

Facilities & Security Response Team	The Facilities & Security Response Team is responsible for: ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters. This includes: ● Assessing need for onsite mental health support. ● Determining need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ● Setting up secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Office on external messages.

Planning Section

The Incident Commander will determine if there is a need for a Planning Section and if so, will designate a Planning Section Chief. If no Planning Section is established, the Incident Commander will perform all planning functions. It is up to the Planning Section Chief to activate any needed additional staffing.

Planning Section Chief's Role

The Incident Commander will determine if there is a need for a Planning Section, and if so, will designate a Planning Section Chief. In a school incident, the Planning Section helps ensure responders have accurate information, such as the number of students remaining in the building. We can also provide resources such as maps and floor plans. In addition to developing plans, we can provide an invaluable service by recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.

Planning Section: Major Activities

The major activities of the Planning Section may include:

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.

Planning Section: Units

The Planning Section can be further staffed with four Units. In addition, Technical Specialists who provide special expertise useful in incident management and response may also be assigned to work in the Planning Section. Depending on the needs, Technical Specialists may also be assigned to other Sections in the organization.

- **Resources Unit:** Conducts all check-in activities and maintains the status of all incident resources. The Resources Unit plays a significant role in preparing the written Incident Action Plan.
- **Situation Unit:** Collects and analyzes information on the current situation, prepares situation displays and situation summaries, and develops maps and projections.
- **Documentation Unit:** Provides duplication services, including the written Incident Action Plan. Maintains and archives all incident-related documentation.
- **Demobilization Unit:** Assists in ensuring that resources are released from the incident in an orderly, safe, and cost-effective manner.

Logistics Section

The Incident Commander will determine if there is a need for a Logistics Section at the incident, and if so, will designate an individual to fill the position of the Logistics Section Chief.

The Logistic Section Chief helps make sure that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

Logistics Section Chief's Role

Logistics can make or break an incident response. I assist the Incident Commander and Operations Section Chief by providing the resources and services required to support incident activities. During a school incident, Logistics is responsible for ensuring that there are sufficient food, water, and sanitation supplies. We are also responsible for arranging buses for evacuations and communication equipment.

Logistics and Finance have to work closely to contract for and purchase goods and services needed at the incident.

Logistics Section: Major Activities

The Logistics Section is responsible for all of the services and support needs, including:

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to **incident personnel** (**not injured students)**.

Logistics Section: Branches and Units

The Logistics Section can be further staffed by two Branches and six Units.

The titles of the Units are descriptive of their responsibilities.

Service Branch

The Logistics Service Branch can be staffed to include a:

- **Communication Unit:** Prepares and implements the Incident Communication Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
- **Medical Unit:** Develops the Medical Plan (ICS-206), provides first aid and light medical treatment for personnel assigned to the incident, and prepares procedures for a major medical emergency.
- **Food Unit:** Supplies the food and potable water for all incident facilities and personnel, and obtains the necessary equipment and supplies to operate food service facilities at Bases and Camps.

Support Branch

The Logistics Support Branch can be staffed to include a:

- **Supply Unit:** Determines the type and amount of supplies needed to support the incident. The Unit orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply Unit. The Unit maintains inventory and accountability of supplies and equipment.
- **Facilities Unit:** Sets up and maintains required facilities to support the incident. Provides managers for the Incident Base and Camps. Also responsible for facility security and facility maintenance services such as sanitation, lighting, and cleanup.
- **Ground Support Unit:** Prepares the Transportation Plan. Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.

Finance/Administration Section

The Incident Commander will determine if there is a need for a Finance/Administration Section at the incident, and if so, will designate an individual to fill the position of the Finance/Administration Section Chief.

Finance/Administration Section Chief's Role

I'm the one who worries about paying for the response efforts. I'm responsible for all of the financial and cost analysis aspects of an incident. These include contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident. I work most closely with Logistics to be sure that we are able to contract for and procure the resources necessary to manage an incident.

Finance/Administration Section: Major Activities

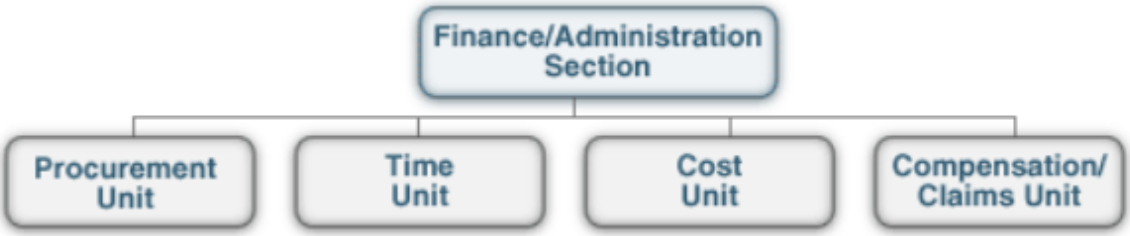
The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Note: On some incidents, the Finance/Administration function is not done at the incident scene but rather is handled by the school district.

Finance/Administration Section: Units

The Finance/Administration Section may staff four Units.



- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.

Training and Qualifying General Staff

Operations Section Chief	● Past experience as incident responder ● Completion of ICS training ● Ability to: o Size up the situation and make rapid decisions o Communicate clear directions o Balance response initiatives with safety concerns o Lead and motivate responders o Assess the effectiveness of tactics/strategies o Be flexible and modify plans as necessary
Planning Section Chief	● Completion of ICS training ● Ability to:

	o Organize and analyze information o Write clear, accurate documents o Interpret diagrams and maps o Develop and present briefings o Use computer-based applications including databases and spreadsheets o Direct others in a crisis
Logistics Section Chief	● Completion of ICS training ● Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.) ● Ability to: o Organize and prioritize resource requests o Anticipate and plan for resource needs o Maintain records and documentation o Track resource requests o Solve resource problems creatively o Communicate effectively orally and in writing o Direct others in a crisis

Finance/Administration Section Chief	● Completion of ICS training ● Knowledge of workers' compensation, insurance claims, and contracting requirements ● Ability to: o Keep accurate accounting records o Purchase/contract for needed resources o Process insurance and workers' compensation claims o Communicate effectively orally and in writing o Direct others in a crisis

Unified Command

The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

Unified Command Benefits

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts.
- Better resource utilization.

Incident Commanders Work Together

When implemented properly, Unified Command enables agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Unity of command is maintained within the Operations Section. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.

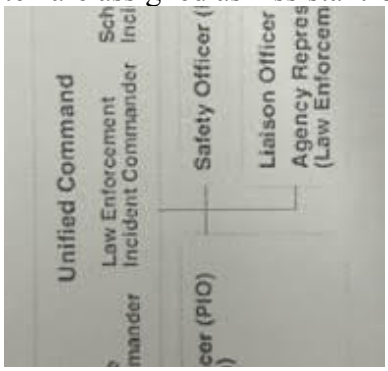
Unified Command and NIMS

NIMS encourages the use of Unified Command.

"As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework."

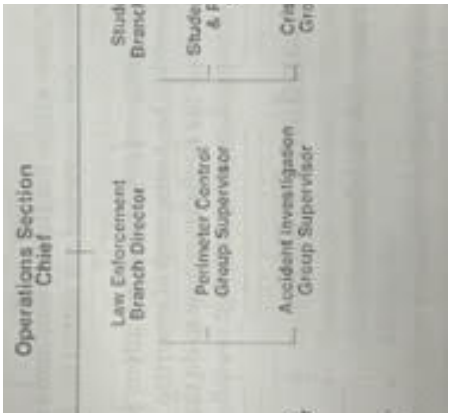
Single Integrated Incident Organization: Command Staff

Unified Command results in a single integrated incident organization. Below is a sample Command Staff organizational chart for the school bus incident. Notice that personnel from the different agencies often are assigned as Assistant Officers.



Single Integrated Incident Organization: Operations Section

In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person available. Below is a sample Operations Section organization chart for the school bus incident.



Emergency Response Plan

2023-2024

Tom Hawkins Elementary School

SB 187 Comprehensive School Safety Plan

Assurance Page

School Year: 2023-2024

Tom Hawkins School

This certifies that the School Site Council/School Safety Planning Committee has developed/revised and approved the Comprehensive School Site Emergency Operations Plan.

Member	Signature	Date
Principal or Principal's Designee: Fiona Bessette	Fiona Bessette	2-22-24
Certificated Teacher: Nicole Craft	Nicole Craft	2-28-24
Certificated Teacher: Julian Lopez	Julian Lopez	2-27-24
Certificated Teacher: Aaron Oliver	Aaron Oliver	2-26-24
Parent of Child Attending the School: Rachel Saenz	Rachel Saenz	2-22-24
Classified Employee: Rahila Amani	Rahila Amani	2-22-24
Law Enforcement Officer:		
Other:		

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ANNUAL EMERGENCY PLAN CHECKLIST

Activity	**Responsible Person**	**Date Completed**
School Facilities/Grounds Hazard Assessment	Fiona Bessette/Manual Rodriguez	8/3/2023
Emergency Phone Numbers	Rahila Amani	8/5/2023
Message to Parents	Fiona Bessette	7/29/2023
Assign Disaster Functions	Fiona Bessette	8/14/2023
Staff Orientation to Plan	Fiona Bessette	8/5/2023
SSC Review Plan	SSC	3/26/2024
Examine /Update Site Crisis Response Box/Emergency Backpacks	Crystal Snell	10/2023
Review Crime Data	Fiona Bessette	2/2023

Prepared by Fiona Bessette

Date Prepared___7/31/23_____ School Year _____2023-2024_____

Safety Drill Schedule

Drill Type	Month Scheduled	Date Held
Fire Drill	**August**	**8/9/23**
Shelter in Place/Lockdown Drill	**September**	**9/20/23**
Earthquake Drill/Fire Drill	**October**	**10/20/23**
Fire Drill	**November**	**11/30/23**
Lockdown	**December**	**12/13/23**
Fire Drill	**January**	**1/26/24**
Reverse Evacuation/Lockdown	**February**	**2/13/24**
Fire Drill	**March**	**3/26/24**
Lockdown	**April**	**4/17/24**
Fire Drill	**May**	**4/20/24**

Safety Plan Training and Review Dates

Staff Training	**8-4-23, 8-14-23, 9-5-23, 10-18-23, 1-31-24**
Site Safety Committee Meetings	**9-5-23**
School Site Council	**3-26-27**
Police Department	**3-20-24**

Survey of Special Staff Skills

List all other potential skills/staff that could be of help in time of emergency:

Search and Rescue: Fiona Bessette, Charles Spikes

Electrical Experience: Manuel Rodriguez, Tom Podrasky

Plumbing: Manuel Rodriguez, Tom Podrasky

Counseling: Dawn Nahhas, Fiona Bessette

Law Enforcement: Kelly Cabral

Off Site Evacuation Locations

(Example: fire station, grocery store, church, etc.)

Tracy Municipal Airport

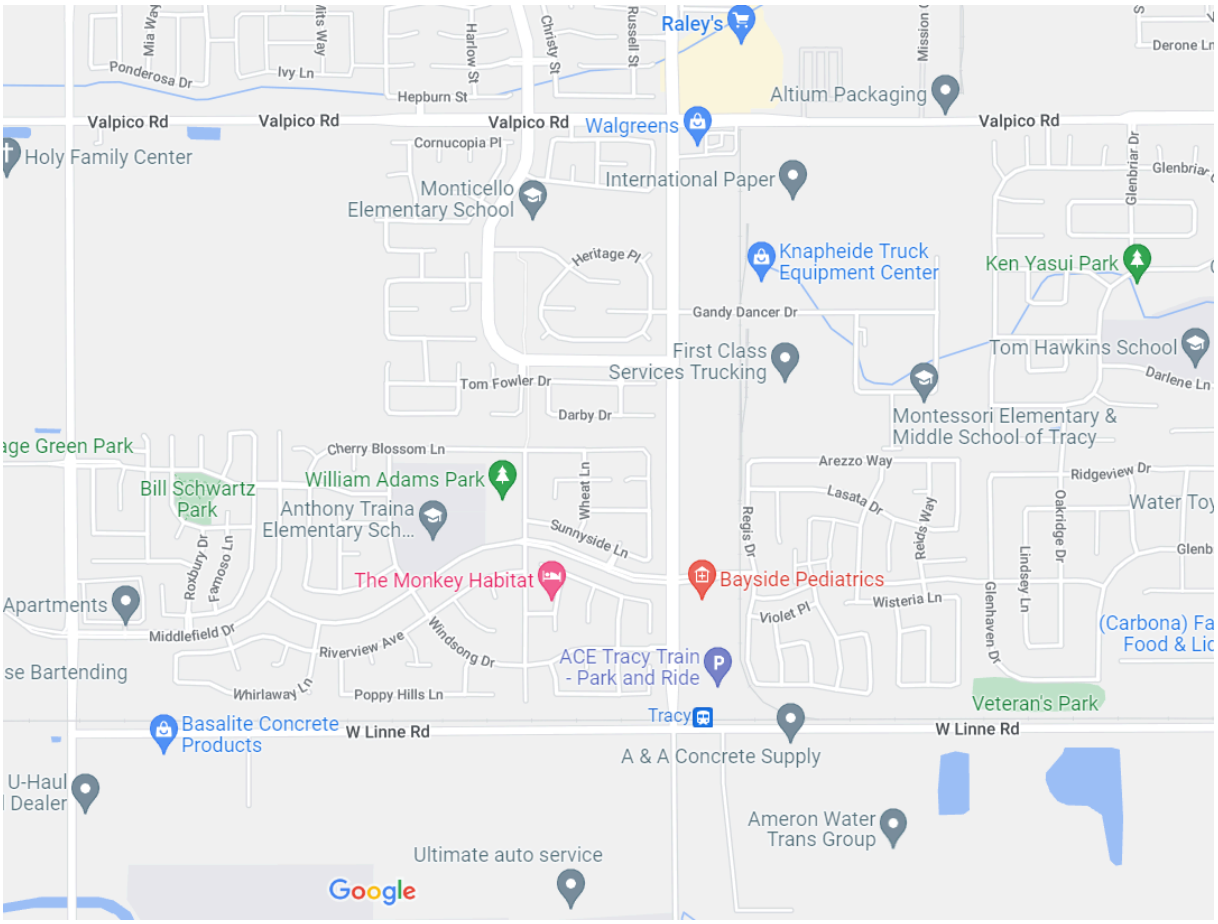
ACE Train Station

Raley's

St. Bernard's Holy Family Center

Arco Gas Station

Ken Yasui Park



Parent Letter

Dear Parents/Guardians,

In order to provide a safe, secure and healthy environment for your child, Tom Hawkins School updates its School Safety Plan each year. In addition to updating our written plan (which includes procedures for fire drills, earthquake drills, lockdown drills, etc.), Tom Hawkins School's staff makes sure that each classroom is equipped with an emergency backpack and supplies.

The evacuation site for Tom Hawkins School is the St. Bernard's Holy Family Center. In the case of an emergency in which Tom Hawkins School campus was deemed unsafe, students would be bussed to the evacuation site in as safe and timely a manner as possible.

The Tom Hawkins School Crisis Response team would operate the evacuation site to insure a safe and orderly pick – up/release of students. **If picking up a student, parents/guardians must be sure to bring a photo I.D. such as a driver's license.** Without verification, staff will not release any student. In addition, no child will be released to anyone other than the persons designated on the emergency release instruction form returned by families at the beginning of the school year.

The Tom Hawkins School's evacuation site is: St. Bernard's Holy Family Center
Address: 12100 Valpico Road

If the school is involved in a lock-down situation, the evacuation site is the designated meeting area where parents/guardians should wait for information and the eventual release of their student into their care. School and District personnel will be on site at the evacuation center to provide parents with information about the status and safety of their students. Parents MUST NOT go directly to the school in the event of a lock-down or evacuation. The school will make every effort to contact parents via Aeries Loop messages, but your best source of up-to-date information will be at the evacuation site.

If you have further questions about Tom Hawkins School's safety plan, please call the office at 209-839-2380.
Sincerely,

Fiona Bessette

Fiona Bessette
Principal

What the Law Requires

School Administrators have the responsibility to ensure the safety of their students and staff in an emergency.

California Education Code, Section 32281 – 32284

Requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for its schools operating K-12, inclusive. The comprehensive school safety plan must include disaster procedures for routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990. The plan may include a "tactical response to criminal incidents" which means the steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

California Education Code, Section 32288

In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan. The school site council or school safety planning committee ***shall*** notify, in writing, the following persons and entities, if available, of the public meeting: (A) The local mayor. (B) A representative of the local school employee organization. (C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. (D) A representative of each teacher organization at the school site. (E) A representative of the student body government. (F) All persons who have indicated they want to be notified. The school site council or school safety planning committee is ***encouraged*** to notify, in writing, the following persons and entities, if available, of the public meeting: (A) A representative of the local churches. (B) Local civic leaders. (C) Local business organizations. (c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

The Katz Act (Sections 35295-35297 of the California Education Code) requires that schools plan for earthquakes and other emergencies. It also requires periodic drills in "drop and cover" procedure, evacuation procedure, and other emergency response actions (i.e. search and rescue, communications, etc.).

The Petris Bill (Section 8607 of the California Government Code) requires all state and local government agencies, including school districts, be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

School Site Council Meeting Agenda/ Notes/ Signatures of Review:

Agenda:

Tom Hawkins Elementary School
School Site Council Agenda
Tuesday, March 26, 2024
3:15PM - 4:15PM

School Site Council Members

PARENTS	STAFF
Lea Austin	Cathrine Amato
Sharon Edmond	Kelsey Chatard
Maria Ibarra	Brenda Morgan
Jennifer Schwandt	Lonnie Lynch
Christine Ward	Fiona Bessette

I. Welcome

II. Call to Order - Establish Quorum

III. Public Comment - Presentations are limited to items not on the agenda. When you are recognized, state your name and proceed with your presentation. State law prohibits the Trustees from taking action on any item not on the agenda. No person shall speak for more than three minutes, and the total time allotted for discussion for one item shall not exceed twenty minutes. (Board Bylaw 9323)

IV. Review and Approve Minutes - February 27, 2024

V. Action / Information

a. Budget Review	Information
b. School Safety Plan Review	Action
c. Survey Results	Information
d. Board Meeting Updates	Information
e. Review CAASPP Data	Information

VI. Open Floor

VII. Adjournment

School Site Council Meeting Minutes:

Hawkins School Site Council

Monthly Meeting Minutes

Meeting Date: 2/27/2024

Introduction of Board & Welcome all Members by Fiona Bessette

I. **Meeting called to order by Fiona Bessette @ 3:22pm**

A quorum was present Attendance:

PARENTS	COUNCIL MEMBERS	STAFF
~~Dana Kemp~~	Sharon Edmond	Kelsey Chatard
~~Stacey Shahuri~~	Lea Austin	Brenda Morgan
Larkin Fleckner	Christine Ward	Fiona Bessette
	~~Maria Ibarra~~	Charles Spikes
	Jennifer Schwandt	~~Cathrine Amato~~
		~~Scott Andrews~~
		Lonnie Reed

I. Welcome

II. Call to Order - Establish Quorum

III. Public Comment - Presentations are limited to items not on the agenda. When you are recognized, state your name and proceed with your presentation. State law prohibits the Trustees from taking action on any item not on the agenda. No person shall speak for more than three minutes, and the total time allotted for discussion for one item shall not exceed twenty minutes. (Board Bylaw 9323)

Chistine ward - Spoke about CAASPP incentives. She mentioned that we could use some type of ticket system to give. Can we look into LEXIA for a different platform for ELA

Kelsey Chatard - maybe we could do a teacher rotation for CAASPP testing. Different color tickets for different grades.

Fiona Bassette - Possibly changing the order of the testing. (Math then ELA)
Look into some type of ELA or Math supplements for after school or during summer break.

Brenda Morgan - Give raffle tickets daily.

Lea Austin - Would like to start talking about our agenda/calendar of topic for next year (April)

IV. Review and Approve Minutes - February 27, 2024
Add Scott Andrews and remove made motion, second motion to b.
Lea Austin made motion, Sharon Edmond made second motion
All approved
Yes (8) No (0)

V. Action / Information

a. Budget Review — Information

b. School Safety Plan Review — Action
A copy of the Safety Plan was provided and time for review was given. Feedback about including specific information about the types of drills completed be added to the parent letter. All signed.who attended.

c. Survey Results — Information
Pending

d. Board Meeting Updates — Information
Pending

e. Review CAASPP Data — Information

VI. Open Floor

VII. Adjournment @ 4:46pm

School Site Council Safety Plan Review Signatures:

School Site Council
Emergency Response Plan Review

The following attendees of Tom Hawkins School Site Council meeting reviewed the Emergency Safety Plan for Tom Hawkins Elementary School

First Name	Last Name	Date
Sharon	Edmond	3\25\24
Kelsey	Chatard	3/26/24
Jennifer	Schuendt	3/26/24
Brenda	Morgan	3/26/24
Christine	Ward	3/26/24
Lea	Austin	3/26/24
Charles	Spikes	3/26/24
Larkin	Fleckner	3/26/24
Lonnie	Lynch	3/26/24

SB 187 – Safe Schools Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

A. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment.

B. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
   1. Child Abuse reporting procedures
   2. Policies pursuant to Education Code 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
   3. Procedures to notify teachers and counselors of dangerous students
   4. Sexual Harassment Policy
   5. Safe ingress and egress to and from school
   6. Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
   7. Dress Code
   8. Routine and emergency disaster procedures
      i. including natural disasters, human created disasters or power outages.

Safe and Orderly Environment:

People and Programs: Tom Hawkins School has developed a process of implementation of Positive Behavior Intervention and Supports (PBIS). The goal of this program is to create a caring school climate where all students have a safe environment that allows them to reach their full potential. By December of 2023, the school PBIS team will implement a tier 2 support system that includes a referral system and a process to provide students with resources to help them be successful in school.

Physical Environment: After conducting a comprehensive Risk Assessment and analyzing the data, it was determined that more digital resources were needed to provide complete access to the physical footprint of the school campus. By January 2024, three new security cameras will be mounted on the backside and front of the school campus. The addition of these cameras will provide another element of security and safety to the students and staff.

General Staff Responsibilities

Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.

The district realizes that the safety and welfare of the employee's family is his/her first concern. Therefore, each employee is encouraged to establish a safety/survival plan and to advise their family to remain at work. In the event that disaster strikes during normal working hours, all employees are to:

1. Carry out designated responsibilities to ensure student safety and welfare.
2. Check the safety of their immediate families and advise their family that they are expected to remain at their work place until the emergency conditions are lifted.

Note: Any employee unable to establish communication with his/her family should report this to his/her supervisor. If release from duty is not possible, the concern will be referred to Personnel Services who will attempt to establish contact between the employee and the immediate family.

If disaster occurs during off-duty hours, employees are to:

1. Check on the safety of their immediate family
2. Report to their assigned site
3. Report to the nearest accessible district site in the event that their regularly assigned site is inaccessible.

Safe Schools Planning Committee

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. Ed. Code 35294.1

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

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

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

Representative from the local law enforcement agency
School Resource Officers
Guidance counselor
Special Education Department Chairperson
One or more key community service providers
Student representative(s)
Disciplinary team member
Staff leaders
Additional parent representatives

Members should have an interest in school safety and demonstrate the need to always improve school safety and training. The team that will perform the following:

1. Implement a Safe Schools Plan if designated School Site Council
2. Walk the campus regular basis and look at changes or breaches in security
3. Review your Safe Schools Plan annually, at a minimum.
4. Provide training / educate staff on emergency procedures (minimum – annually)
5. Provide table top exercises with staff and administration
6. Consider different types of lockdown and shelter in place drills. Perform drills just before school, immediately after the release bell rings, during passing periods, and during lunch
7. Review school signage, check-in procedures, and test employees on counter surveillance
8. Share information and experiences
9. Identify new “risks” of the School District and individual sites.
10. To develop customized responses appropriate to sites.
11. To develop a consistent response to emergencies that is coordinated with the District Disaster Plan.

12. Meet with law enforcement to review Safe Schools Plan
13. Invite law enforcement to drills and trainings
14. Responsible for creating and updating an emergency responder kit, which will include at a minimum: master keys, blue prints, emergency contact numbers, utility shutoff tools

Procedures for Safe Ingress and Egress

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

A. **Schools must include plans for:**

1. Identifying the population of people with disabilities. See student IEP, 504 or Individualized Student Health Plan.
2. Determining proper signage and equipment.
3. Training staff to assist individuals with disabilities.
4. Coordinating with emergency response personnel.

B. **Planning**

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

C. **Evacuation Routes**

Refer to the attached school map at the conclusion of this document, which identifies evacuation routes during emergency evacuations. Staff members that have students with disabilities need to ensure those students receive proper evacuation.

Appropriate Programs and Strategies to Provide School Safety

- **School Based Counseling**
  - We offer counseling through Valley Community Counseling. We have a therapist one day a week and counselor two days a week. Social Skills groups and individual services are offered.
- **School Psychologist**
  - There is a full time school psychologist at Tom Hawkins School.The psychologist is responsible for cognitive assessments with the Special Education department, developing and tracking counseling goals for students with IEPs. Additionally, the school psychologist is part of the threat assessment team when students are in crisis.
- **District Behaviorist**
  - The district behaviorist helps with students in crisis. Additionally, the district behaviorist supports students with behavioral challenges, including developing Behavior Intervention Plans, creating behavioral goals for IEPs and monitoring progress toward the goals.

- **District Nurse**
  - The district shares a nurse that is traveling between the sites. The nurse monitors student injuries and illness daily. Additionally, the nurse updates the emergency backpacks for the classrooms. The nurse is also updating the lockdown emergency containers.
- **Training for staff, students, parents on anything related to school safety/security/school climate, etc.**
  - Parents are given a letter regarding school safety in the "Welcome Back Packet," prior to the school year starting. The letter indicates evacuation sites and basic protocols. Staff and students train monthly on fire drills, lockdown drills, and shelter in place drills. Staff is trained on drills prior to school starting and there is a process to debrief with staff after a drill to better improve our practices.

- **Threat Assessment Procedures and Questions for Administrators**

Typical Initial Interview Questions

1. Do you know why I wanted to talk with you?
2. What happened today when you were [place of incident]?
3. What exactly did you say and do?
4. What did you mean when you said/did that?
5. How do you think [person threatened] feels about what you said?
6. What was the reason you said that?
7. What are you going to do now?

Witness Questions

1. What happened today when you were [place of incident]?
2. What exactly did [student who made threat] say and do?
3. What do you think he/she meant?
4. How do you feel about what he/she said?
5. Why did he/she say that?

After asking the student and any witness the above listed questions then you would determine if the threat is transient or substantive. When determining if the threat is substantive the critical issue is not what the student threatened to do, but whether the student intended to carry out the threat. When in doubt, treat the threat as substantive.

Transient Treats

- Often are rhetorical remarks, expressions of intent to harm.
- At worst express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually ends with an apology or clarification

Substantive Threats

- Express intent to physically injure someone beyond immediate situation.
- There is at least some risk based on information gathered that the student will carry out the threat.
- Require that you take protective action, including that you warn the intended victim and parents.
- May be legal violations and require police consultation.
- When in doubt, treat the threat as substantive.

Response to a transient threat

- No need to take safety precautions.
- See that threat is resolved through explanation, apology, making amends.
- Provide counseling and education when appropriate.
- Administer discipline if appropriate.

If the threat is not transient, is it a serious or very serious substantive threat?

- Substantive assault threats are classified as serious. (I'm gonna beat him up")
- Substantive threats to kill, rape, or inflict very serious injury are classified very serious. (I'm gonna break his arm")
- Substantive threats involving a weapon are classified as very serious.

Response to serious substantive threats

- Take precaution to protect potential victims.
- Specifically warn victims and parents.
- May consult with law enforcement.
- Notify and interview the student who made the threats to parents.
- Discipline student for threat.
- Determine appropriate intervention for students, such as counseling or dispute mediation.
- Follow up to verify that the threat has been resolved and intervention in progress.

Conduct a safety evaluation for a very serious substantive threat.

- Safety evaluations conducted by the team – examines 11 areas.
- Principal leads the team.
- If the threat is determined to be serious substantive then the school psychologist or other mental health professional would be called in to conduct School Safety Evaluation and report to the team.
- Team determines next steps after the School Safety Evaluation.

- **Ident-A-Kid**
  - Ident-A-Kid is a check-in and check-out system located in the front office. The system allows us to monitor all visitors on campus at all times. Additionally, when a visitor checks in, it requires a state issued ID. The ID is then immediately run through the Megan's Law database. The school receives immediate notification if the ID is flagged. The system is also used for students arriving late and leaving early.
- **Boys and Girls Club**
  - Boys and Girls Club is an after school program. Families signed up for the program and students are allowed to stay at the school from dismissal until 6 pm. This program supports school safety and community safety by giving students a safe, supervised space until parents are able to pick students up.
- **Second Step/Husky Bucks**
  - Monticello practices PBIS and has adopted the PAWS awards. This represents Practicing Respect, Accept Responsibility, Work Together, and Safety First. Each trimester teachers select four students per class that are exemplary examples of PAWS. Second Step is our character education program that encourages students to make good choices and helps them to strategize ways to deal with real life situations.
- **Digital Citizenship**
  - Digital Citizenship is a course that all students take at the start of the year to ensure they have knowledge about how to maintain a safe online presence. Students are taught lessons by the teacher and typically do an assignment to demonstrate

mastery. Teachers report when instruction on digital citizenship is completed and this allows students access to Chromebooks.

- **PBIS**
  - PBIS is a district wide program that promotes positive behavior choices. The PBIS team works to create a positive school environment through the use of Jag Den tickets. Students earn tickets by making good choices and can spend the tickets monthly, in our Jag Den. The PBIS team also created standardized expectations for different locations around campus.
- **Awesome Attendance**
  - Post pandemic, attendance has seen a decline. In an attempt to increase student attendance, we have instituted Awesome Attendance. Students that are present for 98% of the trimester are awarded at an awards assembly for parents to attend.

- **Pesticide Monitoring**

  Our head custodian has been trained in the administration of pesticides and we have a recording procedure to account for all pesticides used on campus. Each month a notice is posted to the public to indicate pesticide usage. The district contracts with the company that sprays for bugs during times when students are not present.
- **Comfortable rooms/adequate lighting**

  Each classroom has exterior exit doors, working thermostats and adequate lighting. Through our JitBit system teachers can report instances of outages or maintenance needs. Additionally, exterior lighting is checked and changed annually to ensure safety around campus. There are exterior lights located all around the exterior of the buildings, including the cafeteria.
- **Closed campus**

  Our campus is available for students to enter starting at 7:30 am, in our cafeteria. There is a staff member at that time to receive the students and monitor them until 8 am. Parents are welcome to start dropping off students at that time. At 8 am, our gates open for students to enter and walk themselves to class. Campus visitors must check in through the office with the Ident-A-Kid system listed above. Parents/visitors do not enter the gates with the students. All gates are locked at 8:15 am and remain locked until dismissal.
- **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:**

  The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move but lifting them may be dangerous. Some nonambulatory people also have respiratory complications. Carefully remove them from smoke or vapors if danger is immediate.

  TEACHER/STUDENT

  A. To alert visually-impaired individuals:

  1. Announce the type of emergency

2. Offer arm for guidance
3. Tell person where you are going, obstacles you encounter
4. When you reach safety, ask if further help is needed

B. To alert individuals with hearing limitations:
1. Turn lights on/off to gain person's attention -OR
2. Indicate directions with gestures -OR
3. Write a note with evacuation directions

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

D. To evacuate individuals using wheelchairs:
1. Give priority assistance to wheelchair users with electrical respirators
2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options
3. Reunite person with the wheelchair as soon as it is safe to do

- **Surveillance**

  Monticello is equipped with five security cameras positioned strategically around the campus. There are several cameras facing the playground, giving different vantage points. There are also cameras situated around the backside of the building and one camera situated facing the parking lot from the front of the school to monitor visitors entering the campus.

- **Anti-Bullying/Bullying Prevention Program**
  - Through our Second Step program there are several lessons that deal with empathy and kindness. These lessons are taught weekly and teachers mark them complete through the online platform. Each grade level has an average of 20 lessons that are completed over the course of the year. Classrooms use the additional weeks to focus on PBIS and inclusive practices.
- **Emergency Drills and exercises**
  - Each month we have a scheduled safety drill. The drills are held at random times, including recesses. This allows for campus aides to be available to participate in the drills to understand the emergency procedures. Different types of drills are not held on the same day. During fire drills classroom teachers take the emergency backpack to the line up location with them and wait for the all clear sign.
  -
- **Bullying Report/Prevention procedures**

- Bullying and harassment can be reported by anyone, including students, staff, and parents. Following the report and investigation is done by administration. At the conclusion of the investigation, prompt appropriate action will be taken. At the start of each year, all students are giving explicit instruction on bullying and harassment with age appropriate lessons. Continually throughout the year, there is continued instruction on inclusion and anti-bullying through Second Step and PBIS.

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted upon a child (under 18 years of age) by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out of home care.

A child is anyone under 18 years of age.

1. Child Abuse
    a. Injury inflicted by another person.
    b. Sexual Abuse.
    c. Neglect of child's physical, health, and emotional needs.
    d. Unusual and willful cruelty; unjustifiable punishment.
    e. Unlawful corporal punishment.
2. Not Considered Child Abuse
    a. Mutual affray between minors
    b. Injury caused by reasonable and necessary force used by a peace officer:
        - To quell a disturbance threatening physical injury to a person or damage property
        - To prevent physical injury to another person or damage to property
        - For the purposes of self-defense
        - To obtain possession of weapons or other dangerous objects within the control of a child
        - To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report.
    - The telephone call must be made immediately or as soon as practicably possible, within 24 hours.
    - A written report must be sent within 36 hours of the telephone call to the child protective agency.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and administrator to determine if particular provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.

2. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and Younger:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
2. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years.
2. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
3. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

1. The partner is less than 14 years of age.
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
3. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Mandated reports of sexual activity must be reported to either the County Child Protection Services (CPS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

When in doubt, all suspected sexual abuse, physical abuse, or neglect should be reported to Child Protection Services or the appropriate police jurisdiction.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

E. Child Abuse Reporting Number: (209) 468-1333

2022-2023:
8 instances of child abuse were reported

Responding To A Person Reasonably Believed To be Suffering from an Opioid Overdose

If you suspect someone is experiencing a fentanyl overdose, it is crucial to seek emergency medical help immediately by calling 911. While waiting for professional help, here are some general guidelines that might be recommended:

Assess the Situation:

1. Ensure your safety first. Do not put yourself at risk of exposure to the substance.
2. Check the person for responsiveness. Shake them gently and shout their name.
3. If there is no response, call for emergency assistance immediately.

Administer Naloxone (Stored in the school office):

1. Naloxone is a medication that can reverse the effects of an opioid overdose, including fentanyl. Some people, such as friends or family members of individuals at risk of overdose, may be prescribed naloxone.
2. Administer naloxone according to the instructions provided with the kit. It is often given as an intramuscular injection or nasal spray.

Perform CPR (if necessary):

1. If the person is not breathing or has difficulty breathing, start CPR.
2. Chest compressions and rescue breaths can help maintain oxygen flow to vital organs until professional help arrives.

Stay with the Person:

1. Stay with the person until emergency medical personnel arrive.
2. If the person regains consciousness, keep them calm and encourage slow, deep breaths.

Provide Information to Emergency Responders:

1. When emergency personnel arrive, provide information about the situation, including any known substance use and the possibility of fentanyl exposure.
2. Remember, these are general guidelines, and it's crucial to follow the advice of medical professionals. Good Samaritan laws protect individuals seeking medical assistance for someone experiencing an overdose, so don't hesitate to call for help.

Identify School Personnel to Train in Administering Naloxone and CPR:

It's essential to receive proper training in administering naloxone and CPR. If you are in a situation where opioid overdoses are a concern, consider taking a first aid and CPR course that includes training on responding to opioid overdoses. Additionally, consult with healthcare professionals for guidance specific to your location and circumstances.

Sexual Harassment Policy

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

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

Dress Code Policy

Jefferson District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.

2. Students are to come to school dressed for learning and for playing.

a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.

b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.

c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.

d. Students are not permitted to wear baseball caps, hats, knit caps, visors, and hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.

3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.

4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.

5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited

Per the district policy, the consequences for dress code violations are:

First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.

Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the

designee.
Third offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.
Fourth and subsequent offenses: The student shall be suspended for a period of 1-5 days as determined by the principal or the designee.

Suspension and Expulsion Policies

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (r), inclusive:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stolen or attempted to steal school or private property.
h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
k) Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm as to be substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit sexual assault.
o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
        a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
        b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
        c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
        d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
    1. “Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, or image
        ii. A post on a social network Internet Web site including, but not limited to:
            1. Posting to or creating a burn page. "Burn page" means An Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
            2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
            3. Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
            1. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
            2. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of

the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a) While on school grounds.
b) While going to or coming from school.
c) During the lunch period, whether on or off the campus.
d) During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:
The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a) Causing serious physical injury to another person, except in self-defense.
b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c) Unlawful possession of any controlled substance, as defined under Ed. Code.
d) Robbery or extortion.
e) Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion
The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
b) Brandishing a knife at another person
c) Unlawfully selling a controlled substance as defined by Education Code
d) Committing or attempting to commit a sexual assault as defined in the Education Code

48900.2.
In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in

kindergarten and grades 1 to 3, inclusive.

48900.3.
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4.
In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.
a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
b. For the purposes of this section, “terrorist threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Staff Notice of Dangerous Students

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

“Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.”

B. Notification to Students and Parents

Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

C. Site Discipline. A copy of the school discipline plan is distributed to parents/students on the first day of school or on the first enrollment day.

D. Staff Training. All school personnel review the emergency procedures annually at the beginning of the new school year.

School Discipline Data for 22-23

Grades: K- 4

2022-2023 **Discipline Distribution Report from 8/8/2022 to 5/25/2023** Page 1

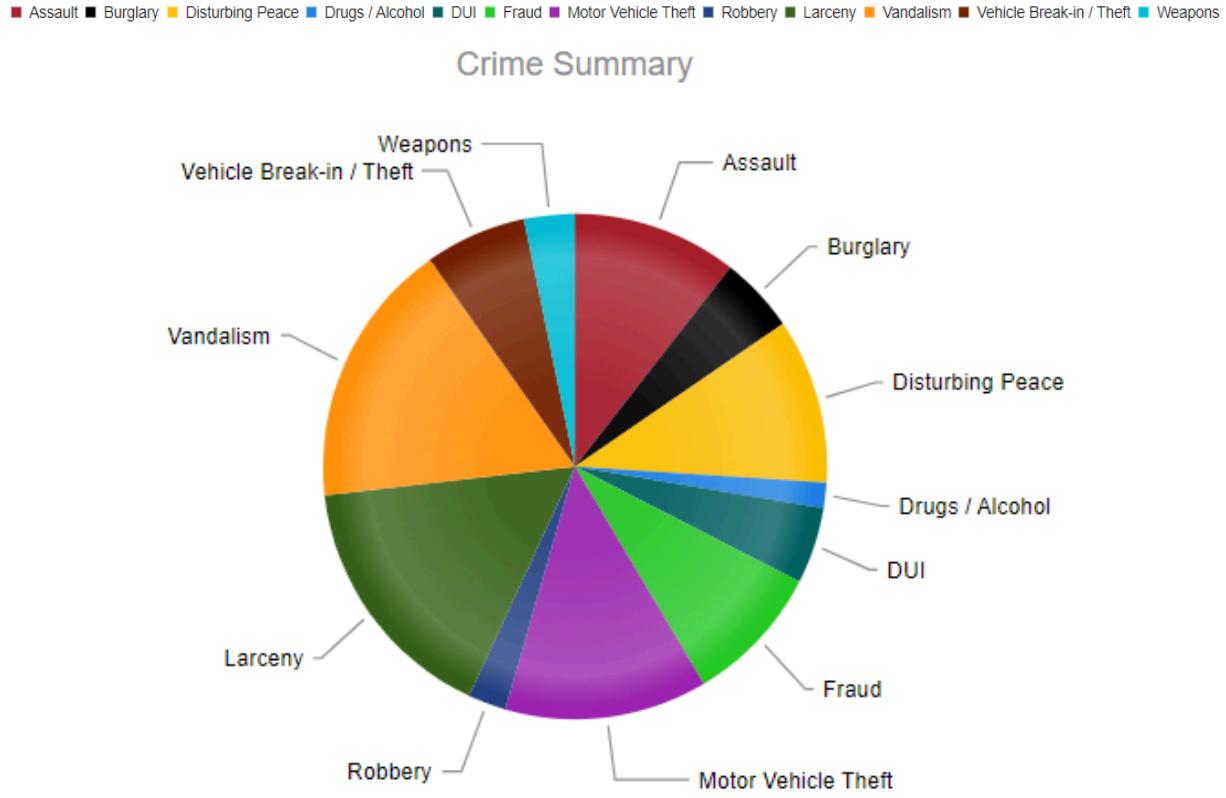
Code	# and Name	Total	Grade TK	K	1	2	3	4	Gender F	M	OGN	Hispanic/Latino? Y	Race (Not Hispanic) 100	200	300	400	600	700	999
18	*Property, Destruction of (S) 48900	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0
32	Absences, Excessive	250	31	69	43	43	32	32	92	120	0	110	5	70	3	7	11	35	9
34	Attendance, SARB Referral	171	9	36	33	32	24	37	##	79	0	67	3	55	4	1	11	27	3
36	Behavior, Defiance (S) 48900 (k)	4	0	1	0	1	1	1	0	4	0	1	0	0	0	0	1	2	0
37	Behavior, Disobedience (S) 48900	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
41	Class Rules, Violation of	24	0	6	0	8	5	5	4	20	0	12	1	2	0	0	3	6	0
52	Fighting (S) 48900 (a)	2	0	0	0	1	0	1	1	1	0	0	0	0	0	0	0	2	0
62	Horseplay	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0
70	Obscene Act (S) 48900 (i)	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
76	School Rules, Violation of	62	2	16	10	15	4	15	5	57	0	24	0	8	0	4	0	25	1
82	Tardy, Letter Sent	113	10	23	22	21	21	16	62	51	0	43	3	48	2	2	9	4	2
84	Threats to Others (S) 48900 (a) (1)	2	0	1	0	1	0	0	0	2	0	0	0	1	0	0	0	1	0
85	Threats to Students (S) 48900 (a) (	2	0	0	0	1	0	1	0	2	0	0	0	1	0	0	0	1	0
93	Cell Phone, Violation School Rules	3	0	0	0	0	0	3	0	3	0	3	0	0	0	0	0	0	0
97	Assault of District Employee 48915	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0
B5	Bullying/Other 48900 (r)	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0
	Totals:	639	53	153	108	127	87	111	....	345	0	260	12	187	9	14	35	107	15

Grades 5-8

2022-2023 **Discipline Distribution Report from 8/8/2022 to 5/25/2023** Page 1

Code	# and Name	Total	Grade 5	6	7	8	Gender F	M	OGN	Hispanic/Latino? Y	Race (Not Hispanic) 100	200	300	400	600	700	999
08	*Drugs, Possession of (E) 48900 (	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0
32	Absences, Excessive	315	61	67	105	82	##	157	0	136	5	54	9	5	16	90	0
34	Attendance, SARB Referral	216	49	42	73	52	##	108	0	90	4	30	11	2	20	58	1
36	Behavior, Defiance (S) 48900 (k)	2	0	1	1	0	0	2	0	1	0	0	0	0	1	0	0
39	Behavior, Inappropriate (S) 48900 (	2	0	0	2	0	0	2	0	1	0	1	0	0	0	0	0
41	Class Rules, Violation of	29	3	7	11	8	9	20	0	18	1	2	0	0	4	4	0
45	Dangerous Object 48900 (b)	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0
48	Dress, Code Violation	25	1	3	8	13	18	7	0	12	0	2	0	0	3	8	0
52	Fighting (S) 48900 (a)	10	1	4	3	2	3	7	0	4	0	2	0	0	1	3	0
62	Horseplay	11	3	0	7	1	2	9	0	5	1	0	0	0	1	4	0
70	Obscene Act (S) 48900 (i)	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0
76	School Rules, Violation of	75	8	19	23	25	15	60	0	33	3	9	1	3	5	21	0
82	Tardy, Letter Sent	133	16	20	44	53	62	71	0	64	1	14	9	2	7	36	0
84	Threats to Others (S) 48900 (a) (1)	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0
85	Threats to Students (S) 48900 (a) (	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0
87	Tobacco, Possession of (S) 48900	2	0	0	0	2	0	2	0	2	0	0	0	0	0	0	0
93	Cell Phone, Violation School Rules	73	4	9	37	23	39	34	0	36	1	13	3	2	2	16	0
99	Technology Agreement Violation	4	0	0	3	1	0	4	0	2	0	0	0	1	0	1	0
	Totals:	902	146	172	320	264	....	488	0	408	16	127	33	16	60	241	1

Crime Mapping: Data from September 1, 2023 - February 25, 2024



Assault: 13
Burglary: 6
Disturbing Peace: 13
Drugs/Alcohol: 2
DUI: 6
Fraud: 11
Motor Vehicle Theft: 16
Robbery: 2
Larceny: 20
Vandalism: 21
Vehicle Break In/Theft: 6
Weapons: 2

Risk Assessment

School Field Borders Ken Yasui Park

Tom Hawkins is located at 475 Darlene Lane, Tracy, California. Our upper grade field and temporary campus border the park. There is a chain link fence with privacy screening along the border of campus and the park. The park is one of the off site evacuation locations.

Ace Train/Railroad Tracks

Tom Hawkins School is located 1.6 miles from the ACE train. There is one set of railroad tracks that would need to be crossed in order to walk from the campus to the train station.

Visitor Check-In Procedures

Monticello uses the Identi-Kid system that requires all visitors, volunteers, and vendors to check-in through the office. Guests are issued neon green badges that include their picture. The check-in process requests guests to utilize their government issued identification to check-in.

Gates During School Hours

There are several gates surrounding the Monticello campus that remain locked during the school day including at the Kindergarten Playground, three gates across the front of the school and a rolling gate, east of the cafeteria. All gates are locked during the school day. Gates are only unlocked for drop off and pick up. At pick-up students are separated by grade level. Teachers and students stand inside the gates until students are dismissed to a designated guardian/adult. The only entry point is through the school office, just west of the flagpole. In the event of a lockdown there is a gate that can be secured from the inside to prohibit access to the campus. After morning drop off, our custodian makes sure that all gates are locked and secure. Throughout the day, staff make sure that gates with crash bars remain closed.

Surveillance

Monticello has a series of surveillance cameras strategically placed throughout the campus. There are two cameras near the office, two cameras pointing toward the playground, a camera on the west side of the library building and a camera at the cafeteria receiving area. These cameras can be monitored through command.verkada.com

Response Actions

Stand by Alert

This action is used to alert the staff and students and place them on Stand By until further instructions.

Announcement
If time permits, the Incident Commander (or his/her designee) will make the following announcement on the PA system or other communication systems (i.e. phone, email, messenger, etc.).

> "ATTENTION PLEASE. STAND BY FOR ADDITIONAL INFORMATION. STAND BY FOR ADDITIONAL INFORMATION."

Description of Action
1. If inside, teachers will hold students in classrooms until further instructions.
2. If outside, teachers will assemble students into a single location.

For all situations, remain on Stand By until further instructions or an All Clear signal is given.

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside —

1. Drop to knees
2. Get under desk and remain facing away from windows
3. Clasp one hand behind neck and use other hand to hold onto desk/table
4. Bury face in arms
5. Make body as small as possible
6. Close eyes and cover ears with forearms.

If outside—

1. Drop to knees
2. Clasp both hands behind neck
3. Bury face in arms
4. Make body as small as possible
5. Close eyes and cover ears with forearms.
6. Avoid glass and falling objects

Evacuation of Building

This action is used after the decision is made that it is unsafe to remain in the building.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. EVACUATE THE BUILDING. EVACUATE THE BUILDING."

Description of Action

1. Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.

2. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in their designated area.

Off-Site Evacuation

This action is used after the decision is made that it is safer to leave the campus than to remain on site.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

"ATTENTION PLEASE. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS."

Description of Action

1. The Incident Commander will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.
2. Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
3. Teachers will direct students to the following areas for the offsite evacuation:

   Walking Evacuation Plan A: Temporary Campus Parking Lot
   Walking Evacuation Plan B: Ken Yasui Park

   Bussing Evacuation: St. Bernard's Holy Family Center

Reverse Evacuation

This action is used to rapidly and safely move people inside a facility when it would be dangerous to remain outside. Reverse Evacuation is appropriate when:

1. People are located outside, such as on the playgrounds, on the sports field, on the blacktop, or at an outdoor event

2. The danger necessitates a school lockdown or shelter in place, such as an active shooter, armed intruder, a threat in the surrounding community, or hazmat situation.

3. The threat or danger is a safe distance away that allows you access into a building or structure for safety.

Reverse evacuation is most commonly used before / after school, during breaks / passing periods, during lunch, or when classes are outside, such as, physical education (PE)

This action should be evaluated during a school lockdown and if appropriate, should be taken.

If it is not safe to reverse evacuate, then refer to the “If Outside” section of the ***“Lockdown”*** procedure.

Shelter in Place

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

> "ATTENTION PLEASE. SHELTER IN PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING. IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If inside:

1. Keep students in classrooms pending further instructions.
2. If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary, proceed to an alternative indoor location. A room of a building located upwind of the identified hazard is preferred and ideal.
2. Secure and lock all doors
3. Close all windows and window coverings
4. Account for all students
5. Do not allow anyone to leave the secure room until ALL CLEAR message is received.
6. Students should take their seats and lessons can continue until the SHELTER IN PLACE response is lifted.
7. Passing periods and lunch should be disregarded until SHELTER IN PLACE lifted

If outside:

1. Reverse Evacuate - Attempt to get into nearest building and secure in that building (Refer to Reverse Evacuation)
    a. If entire classroom is in unassigned classroom, notify school administration of your location
    b. If a student gets separated from class, get in into the nearest classroom and have a staff member notify the student's teacher of the student's location.
2. If unable to get into a classroom or building, proceed to the office

School Lockdown

This action is used when a threat of violence, armed intruder, gunfire, or active threat/shooter is present, and it is necessary to prevent the perpetrator(s) from entering occupied areas that CAN BE secured.

Announcement
The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, calling trees, etc.).

"ATTENTION PLEASE. INITIATE LOCK DOWN. REPEAT, INITIATE LOCK DOWN."

Description of Action

IF INSIDE, staff members are to:

1. Lock doors and sit/lie on the floor away from doors and windows, consider spreading out in the room, using cover and concealment. Also consider hiding behind desks, cabinets, and in closets.
2. Close any shades and/or blinds if it appears safe to do so.
3. Turn off the lights.
4. Blockade the door with heavy furniture / objects.
5. Once room is secured, do not answer or open the door.
6. Do not allow anyone to leave the secure room until ALL CLEAR message is received.
7. Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.
8. Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.
9. Be as quiet as possible.
10. Consider arming yourself with objects in the room to protect yourself against the shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)

IF OUTSIDE

1. Get low & look for cover and a place to conceal yourself.
    - Low crawl if necessary.
2. Look for an open room and lock yourself inside
    - Bathroom
    - Closet
3. If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.
4. Remain calm and stay quiet
5. If able, without giving away your position, call the police or call or text a friend to let them know where you are located.

If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, or during passing periods.

During a lockdown, ***as a class***, if you can safely ***reverse evacuate***, you should do so.

If you are unable to ***reverse evacuate (as a class)*** during a lockdown or you are unable to get into a building/room prior to it being secured, refer to the RUN / HIDE / FIGHT portion of this procedure.

RUN – If you are NOT in a secured location or your location is compromised, you should:

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

1. Have an escape route and plan in mind
2. Evacuate regardless of whether others agree to follow
3. Leave your belongings behind
4. Help others escape, if possible
5. Prevent individuals from entering an area where the active shooter may be present
6. Keep your hands visible
7. Follow the instructions of any police officers
8. Do not attempt to move wounded people
9. Call 911 when you are safe

HIDE – Once you have escaped danger or are out of danger, you should:

Find a place to hide where the active shooter is less likely to find you.

1. Your hiding place should:

    a. Be out of the active shooter's view
    b. Get low and look for a location to conceal yourself
    c. Provide protection if shots are fired in your direction (i.e., an office, bathroom, or closet with a closed and locked door)
    d. Not trap you or restrict your options for movement
    e. Consider moving to a new location

2. If you are unable to get to a concealed or secure location, run to a remote area and/or flee from danger

3. If able to do so and without giving away your position, call/text the police or someone you know to let them know where you are located

FIGHT - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

1. Act as aggressively as possible against the threat
2. Throwing items and improvising weapons (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)
3. Yelling
4. Committing to your action

Active Shooter

LOCKDOWN, LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation. Implement LOCKDOWN procedures immediately. This is not a drill.

-REPEAT-

Active shooting situations can happen anywhere and without warning. They are unpredictable and evolve quickly. Active shooters generally begin shooting at a number of people without warning. The motives for their behavior can range from rage or vengeance to mental dysfunction.

The random nature of active shootings means that threats cannot be predicted, only responded to. This leaves government, public and private institutions vulnerable to serious or violent crime. To stop the shooting and mitigate harm requires the immediate action and rapid deployment of law enforcement to contain the situation. However, active shooter situations are often over within 10 to 15 minutes before law enforcement arrives on the scene. How you respond to an active shooter will be dictated by the specific circumstances of the encounter. If an active shooter situation occurs at a school, staff members should try to remain calm and use the following procedures to help the site administrator plan a strategy for survival.

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff in a secure area away from the active shooter or EVACUATION procedures to remove students and staff from danger. Safety and survival must always be the foremost considerations.

When Law Enforcement Arrives: The role of law enforcement is to stop the active shooter as soon as possible. Officers proceed directly to the area in which the last shots were heard. Officers usually arrive in teams of four, wearing either regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns, or handguns. They may use pepper spray or tear gas to control the situation. And they may shout commands and may push individuals to the ground for their safety.

The first officers to arrive to the scene will not stop to help injured people. Their task is to proceed immediately to the shooter/threat and then help you. You may need to explain this to others in order to calm them. Until the area is secured, you may have to treat the injured as best you can. Remember basic First Aid: for bleeding, apply pressure and elevate. Items that can be used for this purpose include clothing, paper towels, feminine hygiene products, newspapers, etc.

Expect rescue teams comprising additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured person. They may also call upon able- bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned. Do not leave the safe location or assembly point until law enforcement authorities have instructed you to do so.

Training for an Active Shooter Situation To best prepare individuals for an active shooter situation, refer to elements of this Emergency Plan and conduct training exercises. Together, the Emergency Plan and training exercises will help develop an effective response and minimize loss of life. Key training elements for an Active Shooter situation include this Active Shooter Section, the LOCKDOWN and EVACUATION sections, evacuation maps and route assignments, bomb threat, death of student or staff, fire on site, hostage situation, kidnapping, missing student, suspicious package, and toxic agent.

Preparing for an Active Shooter Situation In addition to training, there are preventive strategies schools can apply to help prepare for and respond better to an active shooter situation. Ensure that your facility has at least two evacuation routes. When posting evacuation routes, do not list the names of the office holders. Listing names (e.g., Mrs. Robbins) can give intelligence to someone planning an active shooter incident or hostage-taking event. Instead, use general titles, such as 3 rd Grade. Include local law enforcement and first responders during training exercises.

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR / YARD DUTY
1. Assume Incident Commander role. 2. Assess the situation. 3. Is the shooter in the school? 4. Has the shooter been identified? 5. Has the weapon been found and/or secured? 6. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation. 7. Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate. 8. Initiate LOCKDOWN, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room. a. Your hiding place should: i. Be out of the active shooter's view. ii. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door).	1. Be vigilant of shooter(s); report this activity to Principal's office.	1. Call 911. Be ready to provide location, status of campus, and all available details of the situation. 2. Notify Superintendent's office. 3. Follow Lockdown or Evacuation procedures as directed by the Site Administrator. Follow personal safety procedures listed in Site Administrator column as steps 2 through 7.	1. If shooter(s) is/are observed, report to Principal's office.

All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. email, calling tree, send messengers to deliver instructions, etc.).

BELL WILL RING “ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK YOU.”

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students’ fear, anxiety, etc.

Intruder Alert All Clear

This action is used after the decision is made that normal school operations can resume.

Announcement

The Incident Commander (or his/her designee) will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

BELL WILL RING "ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK YOU."

Description of Action

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Parent Alert

1. Secretary will activate the emergency voice message.
2. The School Districts' technology-based parent notification and school-to-home communication system will be activated. This system will allow the Incident Command Team the ability to send communications to identified parents and faculty.

   The School District's notification system will be utilized to provide communications to parents during emergency response situations on site. Under the Incident Commander's direction, the Site Public Information Officer will be responsible for developing outgoing messages (email or phone message, whichever is appropriate for the given situation) and transmitting them to the parent community.

   In the event that the School District's notification system is not functional, the site Public Information Officer and site staff, designated by the Incident Commander to assist, will contact parents via phone and or email with information provided in the Student Emergency Form.

Release/ Parent Process of Pick-up

In the event of the disaster or local emergency, the District's custodial responsibility of students may be extended beyond the range of normal operating hours. The following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.
- Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

Reunification

After a mass casualty or critical incident it is important to quickly reunite survivors with their loved ones. The District's custodial responsibility of students may be extended beyond the range of normal operating hours. When it is necessary to perform an off campus evacuation, the following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- A designated off-campus location will be made by the Incident Commander (or his or her designee).
- Security and supervision will be in place prior to any students being transported to the off site location.
- Transportation services will be contacted and arranged by the Incident Commander (or his or her designee).
- If necessary, counselors should be contacted and report to the reunification site.
- The following protocols should be followed: Protocols for notification, information release, orderly check-in, check-out, record keeping, and release of minors to adults.
- The Student Attendance / Release Team should be in place prior to student arriving.
- Guardians will present Student Attendance/ Release Team member with a picture ID.
- Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.
- Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

After a critical incident, you should remember that the incident may be criminal and investigated by law enforcement. If it is an active investigation, witnesses and victims may need to be contacted by law enforcement delaying the reunification. Witnesses and victims may need to be separated to keep the integrity of the investigation.

School Closure

In the event that an emergency incident has rendered the site inoperable and uninhabitable, the Site Incident Commander will consult with the Superintendent with an update on the status of the site and situation. After conferring and receiving instructions from the Superintendent to close the school site:

<u>During school hours with staff and students on site:</u>

- Site Incident Commander will activate the Off-Site Evacuation Response.
- Site Incident Commander or designee will Activate Parent Notification System to alert parents of new location of student assembly.
- Update District EOC or District Public Information Officer of new student assembly area.

<u>After school hours with staff and students off site:</u>

- Site Incident Commander will alert Command Team and Activate School District's Parent Notification System to school closure.

Information Provided to Police Dispatcher or 911 Operator

When reporting an emergency to law enforcement it is important to provide as much information as possible. Allow the call-taker to be in control of the conversation and ask the questions. Remember to remain calm. Officers are often responding even though you are still providing information to the call-taker. Below is some of the information that must be provided depending on the nature of the emergency.

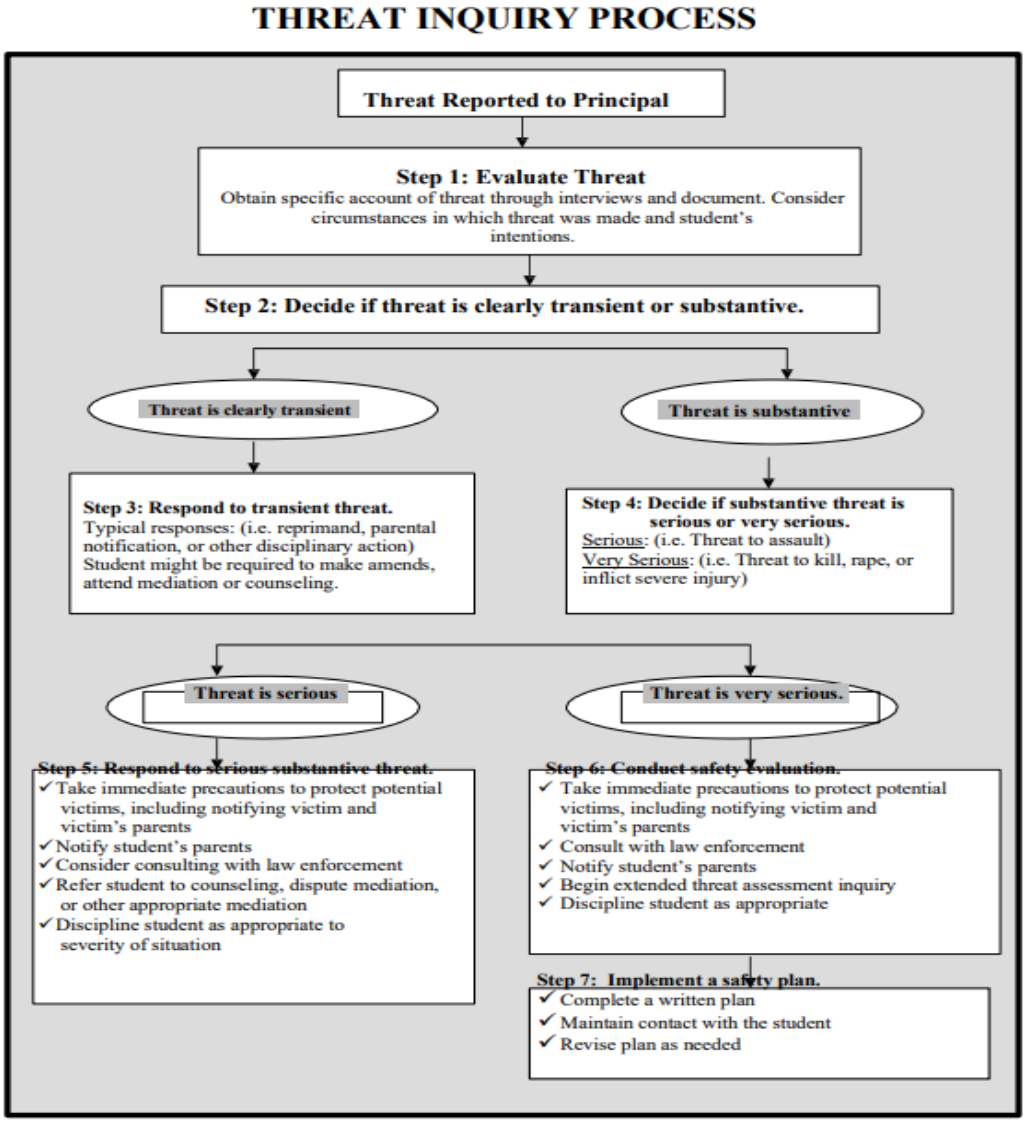
1. Address and location of incident
2. Nature of emergency, threat (i.e. armed intruder, active threat/shooter, suspicious package, bomb threat)
3. Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb threat
4. Number of suspects, if more than one
5. Physical description of suspects(s) (describe race, gender, height, weight, build, hair color / style / length, facial hair, clothing head to toe, and anything that stands out; such as, tattoos, hat, glasses, disguise.
6. Number and type of weapons held by the active threat/shooter
7. Number of potential victims at the location
8. Possible lookouts
9. Suspicious vehicle(s) that may belong to the suspect(s)

Emergency Procedures

Threat Assessment Process

A threat is an expression of intent to harm someone. If a student has intentionally engaged in harassment, threats, or intimidation against school personnel or pupils that clearly disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (EC 48900.4) that student should be subject to a threat inquiry process.

Threats may be spoken, written, or gestured. Threats may be direct or indirect and need not be communicated to the intended victim or victims. Any threat expressed through electronic means, including a message, text, sound, or image by means of an electronic device (ED Code 32261g) will be treated like any other threat that impacts the school environment. Weapons possession is presumed to be a threat unless circumstances clearly indicate otherwise. When in doubt, assume it is a threat.



Continuum of Threats

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

The Process

If the threat is transient and easily mitigated, take appropriate action

- ➢ Resolve the threat through explanation or apology
- ➢ Provide counseling and education as needed
- ➢ Administer discipline if appropriate

If the threat is substantive, take appropriate action
**NOTE: All threats involving weapons should be considered substantive. If the threat is serious substantive, take appropriate action.

- ➢ Take precautions to protect victims
- ➢ Notify intended victim and victim's parents
- ➢ Discipline student for threat
- ➢ Determine appropriate intervention for student (counseling/mediation)
- ➢ Verify that threat has been resolved and interventions are in place

➢ District-level staff may involve district psychologist, law enforcement, legal counsel, human resources personnel, or special education director

Tarasoff Warning

A Tarasoff warning (Tarasoff v. Regents of the University of California, 1976) requires authorities to notify a potential victim in the event of a substantive threat. This is known as “The duty to protect” in which the CA Supreme Court ruled, “The protective [confidentiality] privilege ends where public peril begins.”

Respond to very serious substantive threat by including district level administrators in the threat inquiry process.

Tarasoff Guidelines

- Clearly state in all behavior code documents that, “All threats will be taken seriously. You will be informed if your student makes or receives a credible threat”
- Only warn if the threat is specific and substantive
- Immediately contact parents of all students involved
- Safety trumps confidentiality, but share only what is necessary

Wright, Diana Browning. “Legally Sound, Effective Guidelines for Responding to Student Threats of Violence: A Team A.R.M.S. Approach.” www.dianabrowningwright.com

Earthquake

Upon the first indication of an earthquake, teachers should direct students to Duck, Cover, and Hold. Follow the procedures listed below for all earthquake events:

1. Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander (or his/her designee) will issue the All Clear Response. Use designated routes and proceed directly to the assembly area. Teachers shall notify the Student Attendance/Release Team of missing students.
2. The Incident Commander (or his/her designee) directs the Security Team to post guards a safe distance away from building entrances to prevent access.
3. Warn all school personnel to avoid touching fallen electrical wires.
4. First Aid Team will check for injuries and provide appropriate first aid.
5. The Incident Commander (or his/her designee) will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
6. If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander (or his/her designee) to make an initial inspection of the school buildings, if needed.
7. The Incident Commander (or his/her designee) will contact the Office of the District Superintendent to determine if additional actions are deemed necessary.

In the event an earthquake occurs during non-school hours:

1. The Incident Commander and Identified Maintenance/ Facilities Personnel* will assess damages to determine needed corrective actions. For apparent damages, contact the District Superintendent to determine if the school should be closed.
2. If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

Fire on School Grounds

In the event of a fire on school grounds, the following procedures should be implemented:

1. Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.
2. The Incident Commander (or his/her designee) will immediately issue the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
3. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) of the fire.
4. The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
5. Search and Rescue Leader will direct the fire department to the fire and brief fire department official on the situation.
6. The Facilities Team will notify the appropriate utility company of damages.
7. The Incident Commander (or his/her designee) will notify the District Superintendent’s Office and Maintenance and Operations of the fire.
8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.
9. For any fires on campus, the Incident Commander and District Superintendent will determine whether the school will resume operations and/ or open the following day.

Fire in Surrounding Area

In the event of a fire in the surrounding area, the following procedures should be implemented:

1. The Incident Commander (or his/her designee) will initiate the appropriate immediate response actions, which may include: STAND BY ALERT, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATION OF BUILDING or OFF-SITE EVACUATION.
2. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) of the fire.
3. The Incident Commander (or his/her designee) will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
4. The Incident Commander (or his/her designee) will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres, or other conditions. The Incident Commander or designee will maintain open communication with the fire department.
5. If the Incident Commander or designee issues the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
6. The Incident Commander (or his/her designee) will keep a battery-powered radio tuned to a local radio station for emergency information.
7. In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.
8. If appropriate, the Incident Commander or designee will implement the PARENT ALERT SYSTEM.
9. The Incident Commander or designee will notify the District Superintendent, Maintenance and Operations of the emergency situation.

Explosion / Bomb Threat

There are three possible scenarios involving the explosion/ bomb threat. Determine which scenario applies and implement the appropriate response procedures described below.

Scenario 1: Explosion on school property
Scenario 2: Explosion or credible bomb threat in surrounding area.
Scenario 3: Bomb threat on school property

Scenario 1: Explosion on School Property

1. Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DUCK, COVER, AND HOLD, or EVACUATE BUILDING.
2. The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
3. After the blast, the Incident Commander will initiate another Response Action, which may include: SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
4. If the explosion occurred within the school buildings, Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
5. During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED)
6. If a suspicious packaged or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.
7. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.
9. If necessary and deemed safe to do so, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel. (Incident Commander should wait for verification or all clear of additional threats of explosion from first responders)

10. The Facilities Team will notify the appropriate utility company of damages.
11. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.
12. The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.

The Incident Commander (or his/her designee) will issue other instructions as needed.

Scenario 2: Explosion or Threat of Explosion in Surrounding Area

1. The Incident Commander (or his/her designee) will order SHELTER IN PLACE.
2. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
3. Incident Commander (or his/her designee) will instruct all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
4. The Incident Commander (or his/her designee) will issue other instructions as needed.
5. All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

Scenario 3: Bomb Threat on School Property

Treat each and every bomb threat seriously. Bomb threats are most often received by telephone, email, text message, social media, handwritten notes, and writings on objects, walls, or structures.

1. The Incident Commander (or his/her designee) will initiate appropriate Response Actions, which may include DUCK, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Incident Commander issues the EVACUATION OF BUILDING action, the front office secretary (if possible) will forward the site's main phone line to the pre-recorded emergency outgoing message. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the assembly area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

3. If the bomb threat is specific to an area, that information will be relayed to students and staff so that evacuation routes may be altered and secondary routes will be used. It is imperative, while evacuating, to look for suspicious packages or secondary Improvised Explosive Devices (IED's)
4. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
5. Incident Commander (or his/her designee) will instruct (if possible) all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
6. If necessary, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).
7. The Facilities Team will notify the appropriate utility company of damages.
8. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.
9. The Incident Commander (or his/her designee) will issue other instructions as needed.

Received Telephone Bomb Threats

Treat each and every bomb threat seriously.

In the event a bomb threat is received via telephone, it is imperative the receiving caller keep the suspect on the telephone line as long as possible, listen carefully, ask key questions, and complete the Bomb Threat Checklist.

Bomb threats received by phone:

1. Remain calm
2. Keep the caller on the line for as long as possible
3. DO NOT HANG UP, even if the caller does
4. Listen carefully
5. Be polite and show interest
6. Try to keep the caller talking to learn more information
7. If possible, write a note to a colleague to call the authorities
8. If your phone has a display, copy the number and/or letters on the window display
9. Complete the Bomb Threat Checklist immediately
10. Write down as much detail as you can remember
11. Try to get exact words
12. Immediately upon termination of the call, do not hang up, but from a different phone, contact Law Enforcement immediately with information and await instructions.

Ask the following key questions:

1. How many bombs are there?
2. Where is the bomb(s) located? (Building, Floor, Room, etc.)
3. When will it go off?
4. What does it look like?
5. What kind of bomb is it?
6. What will make it explode?
7. Did you place the bomb(s)? (Yes / No)
8. Why?
9. What is your name?

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- **Follow your local guidelines**
- **Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)**
- **911**

BOMB THREAT CHECKLIST

Date: _____ **Time:** _____

Time Caller Hung Up: _____ **Phone Number Where Call Received:** _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

_____

_____

_____

_____

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice

- ❑ Accent
- ❑ Angry
- ❑ Calm
- ❑ Clearing throat
- ❑ Coughing
- ❑ Cracking voice
- ❑ Crying
- ❑ Deep
- ❑ Deep breathing
- ❑ Disguised
- ❑ Distinct
- ❑ Excited
- ❑ **Female**
- ❑ Laughter
- ❑ Lisp
- ❑ Loud
- ❑ **Male**
- ❑ Nasal
- ❑ Normal
- ❑ Ragged
- ❑ Rapid
- ❑ Raspy
- ❑ Slow
- ❑ Slurred
- ❑ Soft
- ❑ Stutter

Background Sounds:

- ❑ Animal Noises
- ❑ House Noises
- ❑ Kitchen Noises
- ❑ Street Noises
- ❑ Booth
- ❑ PA system
- ❑ Conversation
- ❑ Music
- ❑ Motor
- ❑ Clear
- ❑ Static
- ❑ Office machinery
- ❑ Factory machinery
- ❑ Local
- ❑ Long distance

Other Information:

_____

_____

Threat Language:

- ❑ Incoherent
- ❑ Message read
- ❑ Taped
- ❑ Irrational
- ❑ Profane
- ❑ Well-spoken

_____

_____

_____

Homeland Security

Suspicious Object / Package / Device

Suspicious packages on school grounds are objects, packages, and/or devices, where the identity of the owner are not known coupled with suspicion that the object, package, or device may pose a threat to the school. Police should be immediately notified and are responsible for investigation of the suspicious object, package, or device. If needed, police will notify the Explosive Ordnance Disposal for further investigation or detonation of the object.

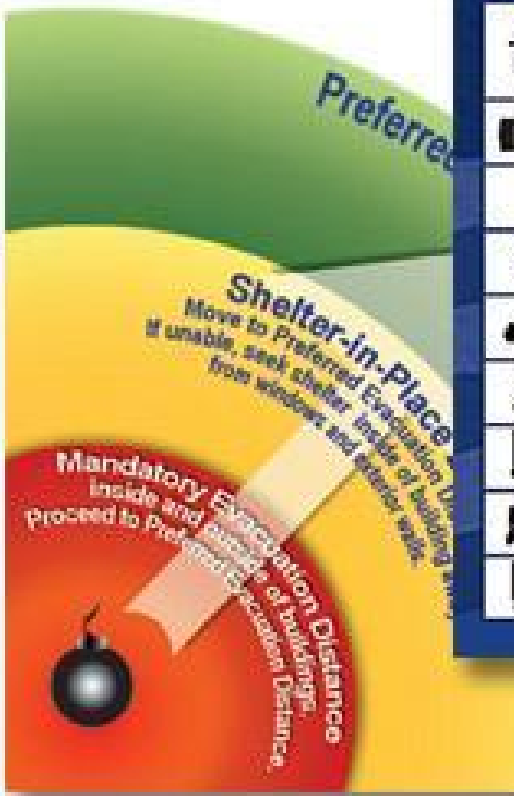
When a suspicious object is located these principals should be immediately applied:

1. Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. Evacuate all classes within affected area away from suspicious object.
2. Contain – If possible, set up a perimeter around the suspicious object a safe distance away. Attempt to keep students and staff from entering the affected area.
3. Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area.

DO NOT

1. Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb
2. Touch or move suspicious packages
3. Activate the fire alarm

Refer to the chart below from Homeland Security for bomb threat stand-off distances.



BOMB THREAT STAND-OFF CARD

Threat Description	Explosives Capacity	Mandatory Evacuation Distance	Shelter-in-Place Zone	Preferred Evacuation Distance
Pipe Bomb	5 lbs	70 ft	71-1199 ft	+1200 ft
Suicide Bomber	20 lbs	110 ft	111-1699 ft	+1700 ft
Briefcase/Suitcase	50 lbs	150 ft	151-1849 ft	+1850 ft
Car	500 lbs	320 ft	321-1899 ft	+1900 ft
SUV/Van	1,000 lbs	400 ft	401-2399 ft	+2400 ft
Small Delivery Truck	4,000 lbs	640 ft	641-3799 ft	+3800 ft
Container/Water Truck	10,000 lbs	860 ft	861-5099 ft	+5100 ft
Semi-Trailer	60,000 lbs	1570 ft	1571-9299 ft	+9300 ft

Sources: Department of Homeland Security, Office for Bombing Prevention, Arlington, VA
FBI, Bomb Data Center, Quantico, VA
Technical Support Working Group, Arlington, VA

Intruder on School Grounds

An intruder on school grounds is defined as an unknown, unauthorized, and/or unwanted subject on school grounds that MAY or MAY NOT pose a threat to the school. An intruder has no justification for being on the school campus. Intruders are committing the crime of Criminal Trespass.

If the person does not appear to be a threat and you feel comfortable approaching the person(s), you should consider the following:

1. Take another staff member with you prior to contacting the intruder
2. Advise someone in the office that you are going to contact the intruder
3. Have a form of communications, such as a 2-way radio so you can provide updates
4. Have the intruder kept under constant covert surveillance
5. Approach and greet the intruder in a polite and non-threatening manner.
6. Identify yourself as a school official.
7. Ask the intruder for identification.
8. Ask the intruder for their purpose for being on the school campus
9. If they have justification for being on campus direct them to the office for assistance

If the intruder does not have a justification to be on the campus, you should consider the following:

1. If the intruder is not armed or threatening, advise the intruder of the trespass laws.
2. Immediately ask the intruder to leave and instruct them to the nearest exit point.
3. Escort the intruder off school grounds
4. Notify the office / School Administration so that they can assess and monitor the situation.
5. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
6. If the intruder gives no indication of voluntarily leaving the premises, notify Police and School Administration.

If the intruder is armed or threatening, you should do the following:

1. Retreat to a position of safety
2. Immediately notify the office / School Administration
3. Initiate a School Lockdown
4. Call 9-1-1 or have another person call for you

Threat of Violence / Weapons on Premises

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If the threat or perpetrator is in your immediate area and you are not able to LOCKDOWN or initiate a LOCKDOWN, you should immediately Isolate and Evacuate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include LOCKDOWN, REVERSE LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. Staff should attempt to isolate the perpetrator from students, if it is safe to do so.
3. The Incident Commander (or his/her designee) will call “911” and the Police Department or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. If the perpetrator is a student, DO NOT notify the family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Police Department will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Hostage Situation

Staff and students should sit quietly if they are in this situation. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin fleeing from danger.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

If the intruder speaks to you or to your students, answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the intruder as being directed at him or her.

Students should be taught to respond by themselves when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room, they should, depending on the situation, flee from danger and STAY CALM.

If and when possible, call 9-1-1 and then School Administration.

Unrest (Riot)

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved and/or other significant threats are anticipated, do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

Onsite

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION
2. Staff should attempt to isolate the perpetrator from students, if it is safe to do so.
3. The Incident Commander (or his/her designee) will call “911” and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. If the perpetrator is a student, DO NOT notify the family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Security Team will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Off-Site

1. The Incident Commander (or his/her designee) will initiate the

appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING

2. The Incident Commander (or his/her designee) will call “911” and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
3. If approached by perpetrator (s) and immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate.
4. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
6. Refer media inquiries to the designated Public Information Officer.
7. The Security Team will control all points of entry.
8. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Power Outage / Black Out

In the event of loss of utilities at the school site, the following procedures should be implemented:

1. Upon notice of loss of utilities the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.
2. The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.
3. If the Incident Commander (or his/her designee) issues the EVACUATE BUILDING command, evacuate using prescribed routes or other safe routes and proceed directly to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify the Student Attendance/ Release Team of missing students.
4. The Incident Commander (or his/her designee) will notify District Superintendent of the loss of utility service.
5. The Facilities Team will implement the following plans in the event normal utilities are disrupted.

Child Abduction / Suspected Child Abduction

1. Do a PA all-call for student, have staff physically search site (who might still be on school grounds). Have clerical check sign out sheet in front office.
2. Call classroom teacher. Confirm what student was wearing and how student goes home each day. Ask for list of closest friends.
3. Confirm with ALL parents / guardians that no one had permission to pick-up child.
4. Call emergency contacts listed on emergency form. Call friends to see if student went home with someone without parental permission.
5. Contact Police Department/SRO. Give description of child/clothing. Have a picture available to email/fax whenever possible. Notify District Office (Superintendent's office).
6. If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.
7. Remain at school site until student is located. Notify Police Department/SRO, District Office, etc. once student is located.

Note:

A. If student has been abducted, immediately call 911 and report the incident.

B. Have secretary call Superintendent's office to report the incident.

C. Keep witnesses at site to be interviewed by Police Department/SRO.

D. If you have multiple witnesses, separate them and do not allow them to talk about the abduction.

Site Disaster Response Team Members and Team Responsibilities

Position	Name	Title
Incident Commander	Fiona Bessette	Principal
Deputy Incident Commander	Charles Spikes	Vice Principal
Public Information Officer	Jim Bridges	Superintendent
Safety Officer	Emily Stroup	Coordinator
Liaison Officer	Edelmira Escoto	Asst. to Superintendent

Team Assembly Location/ Incident Command Center

Primary: Tom Hawkins School Office

Secondary: Tom Hawkins Library

Responsibilities

Incident Commander
- Direct activities/provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for, and request outside assistance
- Communicate with Superintendent

Deputy Incident Commander
- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures, if needed.
- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander

Public Information Officer
- Documents the course of the incident and records the response and timekeeping
- Generates public statements and update to community
- Oversees student attendance and release

Safety Officer
- Reports to Deputy Incident Commander
- Oversees the search and rescue, facilities and first aid

Liaison Officers
- Oversees/Receives reports from all Student Supervision Team**,** Student Attendance/Release Team, Facilities Team, and Crisis Response Team and provides updates from these areas to the Incident Commander and Public Information Officer.
- Provides updates from the incident command center to the various teams.

First Aid Team

The First Aid Team provides the immediate first aid treatments for injured students and staff while awaiting assistance from medical first responders (i.e. paramedics, EMT, etc.).

The following staff members are to be First Aid Team Leads for the following areas:

Name	**Location**
Aydan Selvidge	Multi-Purpose Room
Crystal Snell	
Sheila Fierro	
Dave Quintal	
Aaron Oliver	
John Musso	
Ghizal Ayubi	
Jeff Branson	
Ryan Weaver	

Team Assembly Location/First Aid

Primary: Multi-Purpose Room

Secondary: Room 18

Responsibilities

- Places identifying tag on every injured individual that receives first aid or is brought in for first aid.
- Provides first aid treatment only until medical first responders arrive on site.
- Communicates status and needs to the site Safety Officer and Liaison Officers.
- Communicates status of injured individuals to medical first responders when they first arrive on site.
- Continues to provide first aid treatment in conjunction with medical first responders as needed.
- Annually maintains and restocks first aid kits when necessary.

Search and Rescue Team

The Search and Rescue Team provides fire suppression when appropriate and provides systematic searches for unaccounted students and/or staff. Staff members in the following room numbers are assigned to Search and Rescue:

The following staff members are assigned to the Search and Rescue Team and will initially meet in the areas indicated.

Team Leads

Name	**Location**
Tom Swartz	Library
Sarah Gray	
Cori Price	
Tina Seymore	

Team Assembly Location/Search and Rescue

Primary: Room 16

Secondary: Stage

Responsibilities

- In teams of two, systematically sweeps through all site facilities and rooms in search of missing, hiding, injured, or trapped individuals.
- Communicates with Student Attendance/Release Team any individuals found in the course of the search.
- If safe to do so and the individual can be moved, aids in directing individual to the assembly area.
- Reports to Command Center and first responder unit, if appropriate, the results of the search and rescue activities.

Student Supervision Team

The Student Supervision Team oversees and supervises students while awaiting release to authorized guardians or release back to normal school and classroom operations.

Team Leads

Name	Location
Anne Corbiser	Room 4
Carolina Gonzalez	Room 26
Edie Gardner	Room 23
Brenda Morgan	Room 3
Kelly Shook	Room K2

Responsibilities

- Oversees student activity in the evacuation zone.
- Keeps a calm environment in the evacuation zone.
- Maintains security of the assembly area to keep non District staff members out of assembly area and to keep students within the assembly area until released by the Student Release Team.
- Assists with maintaining attendance logs throughout incident.
- Documents any incidents within the student assembly area (student sneaking out, stranger entering the area, etc.)
- Communicates with Student Attendance/ Release Team to release students to leave assembly area for release to guardians.
- Checks identity of anyone seeking entry into the assembly area.
- Communicates with Liaison Officer to provide updates and to request supplies or assistance.

Student Attendance/Release Team

The Student Attendance/ Release Team, in conjunction with teachers, maintains a record of students accounted for throughout the duration of the emergency. The team also coordinates the release of students to authorized guardians and maintains documentation of student whereabouts and releases.

Team Members

Name	**Title**
Katrina Balsano	Teacher
Jeniene Cruz	Teacher
Sue Devlin	Teacher
Amber Green	Teacher
Jill Lange	Teacher
Jennifer Murphy	Teacher
Jillian Bessette	Teacher
Rahila Amani	Principal's Secretary
Nena Serrato	Clerk
Kelly Cabral	Clerk
Kelsey Chatard	Teacher
Chris Fleckner	Teacher
Cathrine Amato	Teacher

Responsibilities

- Interacts with Incident Command Team.
- Obtains reports of missing students from teachers. Gather Injury and Missing Persons report from each teacher and reports to Incident Command Team.
- Checks student emergency card for name of person(s) authorized to pick up student.
- Releases student only to an authorized person and verify with identification.
- Completes Student Release Logs

Facilities Team

The Facilities Team is responsible for shut off of all utilities (i.e. water, gas, electrical, etc.) as required by the nature of the emergency. The team is also responsible for facility assessment for safe occupation and damage assessments during the recovery phase of an emergency.

Name	**Title**
Manuel Rodriguez	Head Custodian
Tom Podrasky	Custodian
Mark Gottberg	Custodian

Responsibilities

- Under the direction of the Safety Officer, check utilities in the event of a natural disaster and turn off all utilities as directed by the Incident Command Team.
- Check for and document any building damage following an emergency that may have caused damage to a building.

Security Team

The Security Team ensures the security of the facility (access into/out of) and is responsible for the school premise including the immediate surrounding streets to ensure access ways for first responders.

Name	**Title**
Charles Spikes	Vice Principal
Manuel Rodriguez	Head Custodian
Dave Quintal	Teacher

Team Assembly Location

Primary: Tom Hawkins Office

Responsibilities

- Under the direction of the Deputy Incident Commander, maintains access into and out of site campus for first responders.
- Controls access into campus site and campus buildings when directed to do so.
- Continuously assesses situation inside and outside of campus to provide updates to Command Center via the Safety Officer.

Crisis Response Team

The Crisis Response Team will assist students in coping with emergency situations (e.g. earthquake, fire, death, suicide, or local, regional, or world events) until mental health service referrals can be arranged, if needed.

Name	**Title**
Rochella Axner	RSP Teacher
Hannah Culham	Speech Pathologist
Dawn Nahhas	School Psychologist
Elizabeth Gambrah	3-5 SDC Teacher
Carolyn Hewitt	Teacher
Sara Oneto	Teacher

Team Assembly Location

Primary: Room 14

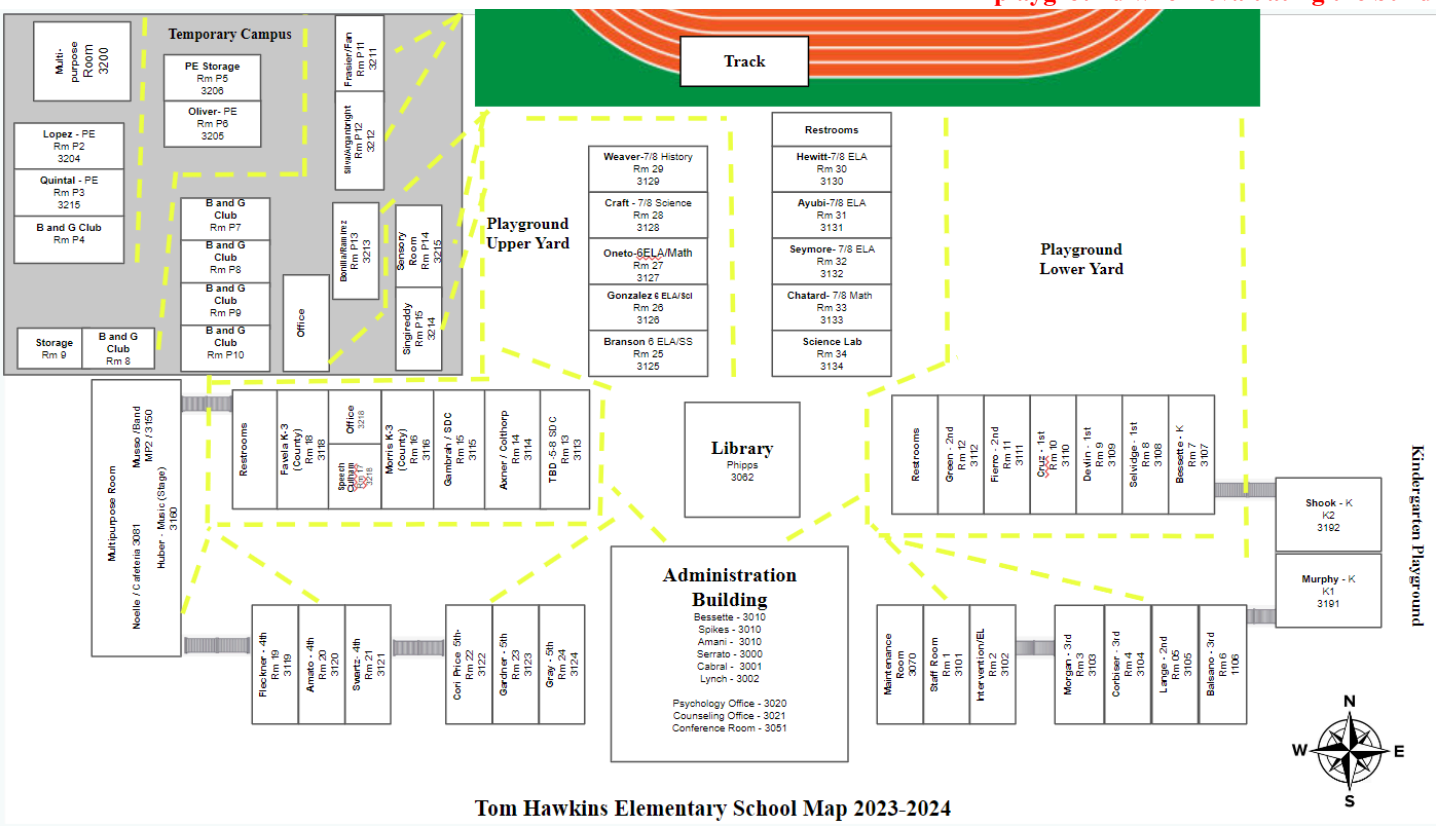
Alternate: Room 115

Responsibilities

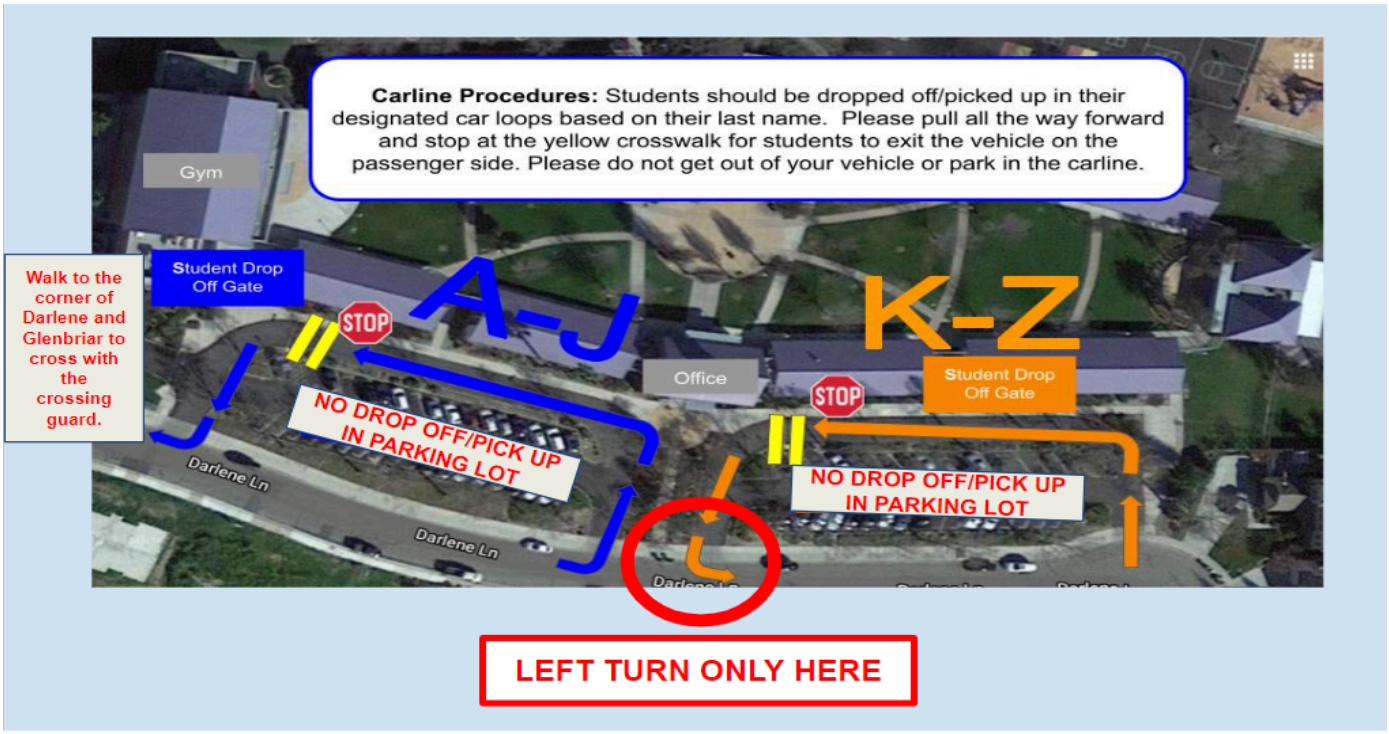
- Provides support to parents and students during and directly following an emergency situation to aid in maintaining calm.
- Provides immediate support and counseling and refer students and/or parents to appropriate mental health services when available
- Directs students and/or parents to mental health services when services are made available.

Evacuation Map

***Students meet in the grass area past the playground when evaluating the buildings**



Tom Hawkins Elementary School Map 2023-2024



Incident Command System (ICS)

The Incident Command System is responsible for site specific emergency response activities. School administrators and staff members need to have knowledge of ICS in the event ICS is activated.

ICS is a standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.

General Staff

To maintain span of control, the Incident Commander may establish the following four Sections: Operations, Planning, Logistics, and Finance/Administration.

The General Staff report directly to the Incident Commander.

Remember . . . The Incident Commander only creates those sections that are needed. If a Section is not staffed, the Incident Commander will personally manage those functions.

Incident Commander's Overall Role

The Incident Commander must have the authority to manage the incident and be briefed fully. In some instances, a written delegation of authority should be established.

Personnel assigned by the Incident Commander have the authority of their assigned positions, regardless of the rank they hold within the school administration.

Incident Commander Responsibilities

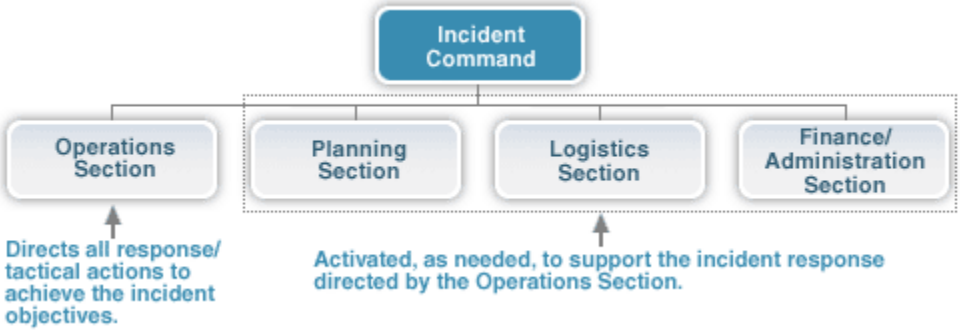
In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information services to internal and external stakeholders, such as parents.
- Establishing and maintaining liaison with other agencies participating in the incident.

The Incident Commander may appoint one or more Deputies. **Deputy Incident Commanders must be as qualified as the Incident Commander.**

General Staff Overview

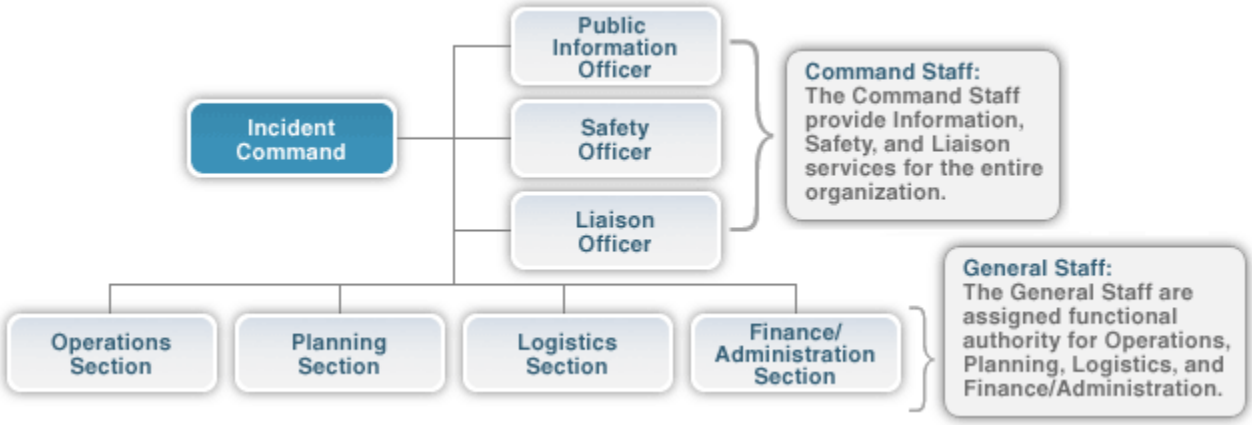
The General Staff overall responsibilities are summarized below:



In an expanding incident, the Incident Commander first establishes the Operations Section. The remaining Sections are established as needed to support the operation.

Expanding the Organization

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff. The Incident Commander will add positions only as needed.



Command Staff

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.

The Command Staff reports directly to the Incident Commander.

Operations Section Chief

Typically, the Operations Section Chief is the person with the greatest technical and tactical expertise in dealing with the problem at hand. The Operations Section Chief:

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.

Operations Section Chief's Role

I take direction from the Incident Commander. I'm responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that I organize, assign, and supervise all the tactical or response resources assigned to the incident. I would also manage the Staging Area, if one were established.

Operations Section: Single Resources

Single Resources are individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor. On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.

Operations Section: Teams

Single resources may be organized into teams. Using standard ICS terminology, the two types of team configurations are:

- **Task Forces** are a combination of **mixed resources** with common communications operating under the direct supervision of a Leader.
- **Strike Teams** include all **similar resources** with common communications operating under the direct supervision of a Leader.

Most school-based incidents typically use the terms, "Teams and Team Leaders." The terms Task Forces and Strike Teams comply with ICS common terminology and would be more easily understood by community-based responders.

School Incident "Strike Teams"

The Operations Section organization chart shows possible team assignments in a school incident. Each team would have a Team Leader reporting to the Operations Section Chief.

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Potential Operations Section Strike Teams

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search & Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for: • Setting up first aid area for students. • Assessing and treating injuries. • Completing master injury report. Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • **Accounting for the whereabouts of all students, staff, and volunteers.** • Setting up secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.

Facilities & Security Response Team	The Facilities & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters. This includes: • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Office on external messages.

Planning Section

The Incident Commander will determine if there is a need for a Planning Section and if so, will designate a Planning Section Chief. If no Planning Section is established, the Incident Commander will perform all planning functions. It is up to the Planning Section Chief to activate any needed additional staffing.

Planning Section Chief's Role

The Incident Commander will determine if there is a need for a Planning Section, and if so, will designate a Planning Section Chief. In a school incident, the Planning Section helps ensure responders have accurate information, such as the number of students remaining in the building. We can also

provide resources such as maps and floor plans. In addition to developing plans, we can provide an invaluable service by recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.

Planning Section: Major Activities

The major activities of the Planning Section may include:

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.

Planning Section: Units

The Planning Section can be further staffed with four Units. In addition, Technical Specialists who provide special expertise useful in incident management and response may also be assigned to work in the Planning Section. Depending on the needs, Technical Specialists may also be assigned to other Sections in the organization.

- **Resources Unit:** Conducts all check-in activities and maintains the status of all incident resources. The Resources Unit plays a significant role in preparing the written Incident Action Plan.
- **Situation Unit:** Collects and analyzes information on the current situation, prepares situation displays and situation summaries, and develops maps and projections.
- **Documentation Unit:** Provides duplication services, including the written Incident Action Plan. Maintains and archives all incident-related documentation.

- **Demobilization Unit:** Assists in ensuring that resources are released from the incident in an orderly, safe, and cost-effective manner.

Logistics Section

The Incident Commander will determine if there is a need for a Logistics Section at the incident, and if so, will designate an individual to fill the position of the Logistics Section Chief.

The Logistic Section Chief helps make sure that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

Logistics Section Chief's Role

Logistics can make or break an incident response. I assist the Incident Commander and Operations Section Chief by providing the resources and services required to support incident activities. During a school incident, Logistics is responsible for ensuring that there are sufficient food, water, and sanitation supplies. We are also responsible for arranging buses for evacuations and communication equipment.

Logistics and Finance have to work closely to contract for and purchase goods and services needed at the incident.

Logistics Section: Major Activities

The Logistics Section is responsible for all of the services and support needs, including:

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to **incident personnel** (**not injured students)**.

Logistics Section: Branches and Units

The Logistics Section can be further staffed by two Branches and six Units.

The titles of the Units are descriptive of their responsibilities.

Service Branch

The Logistics Service Branch can be staffed to include a:

- **Communication Unit:** Prepares and implements the Incident Communication Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
- **Medical Unit:** Develops the Medical Plan (ICS-206), provides first aid and light medical treatment for personnel assigned to the incident, and prepares procedures for a major medical emergency.
- **Food Unit:** Supplies the food and potable water for all incident facilities and personnel, and obtains the necessary equipment and supplies to operate food service facilities at Bases and Camps.

Support Branch

The Logistics Support Branch can be staffed to include a:

- **Supply Unit:** Determines the type and amount of supplies needed to support the incident. The Unit orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply Unit. The Unit maintains inventory and accountability of supplies and equipment.
- **Facilities Unit:** Sets up and maintains required facilities to support the incident. Provides managers for the Incident Base and Camps. Also responsible for facility security and facility maintenance services such as sanitation, lighting, and cleanup.
- **Ground Support Unit:** Prepares the Transportation Plan. Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.

Finance/Administration Section

The Incident Commander will determine if there is a need for a Finance/Administration Section at the incident, and if so, will designate an individual to fill the position of the Finance/Administration Section Chief.

Finance/Administration Section Chief's Role

I'm the one who worries about paying for the response efforts. I'm responsible for all of the financial and cost analysis aspects of an incident. These include contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident. I work most closely with Logistics to be sure that we are able to contract for and procure the resources necessary to manage an incident.

Finance/Administration Section: Major Activities

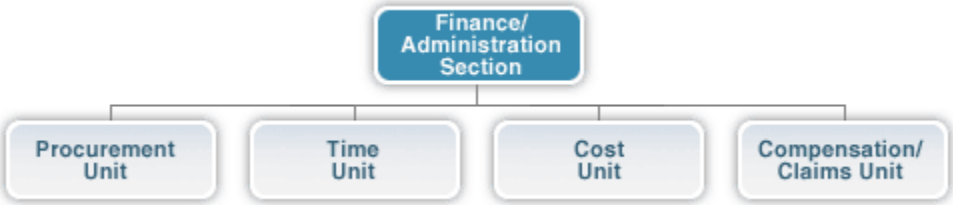
The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Note: On some incidents, the Finance/Administration function is not done at the incident scene but rather is handled by the school district.

Finance/Administration Section: Units

The Finance/Administration Section may staff four Units.



- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.

Training and Qualifying General Staff

Operations Section Chief	• Past experience as incident responder
	• Completion of ICS training
	• Ability to:
	  ○ Size up the situation and make rapid decisions
	  ○ Communicate clear directions
	  ○ Balance response initiatives with safety concerns
	  ○ Lead and motivate responders
	  ○ Assess the effectiveness of tactics/strategies
	  ○ Be flexible and modify plans as necessary

Planning Section Chief	• Completion of ICS training
	• Ability to:
	  ○ Organize and analyze information
	  ○ Write clear, accurate documents
	  ○ Interpret diagrams and maps
	  ○ Develop and present briefings
	  ○ Use computer-based applications including databases and spreadsheets
	  ○ Direct others in a crisis

Logistics Section Chief	• Completion of ICS training
	• Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.)
	• Ability to:
	  ○ Organize and prioritize resource requests
	  ○ Anticipate and plan for resource needs
	  ○ Maintain records and documentation
	  ○ Track resource requests
	  ○ Solve resource problems creatively
	  ○ Communicate effectively orally and in writing
	  ○ Direct others in a crisis

Finance/Administration Section Chief	• Completion of ICS training
	• Knowledge of workers' compensation, insurance claims, and contracting requirements
	• Ability to:
	  ○ Keep accurate accounting records
	  ○ Purchase/contract for needed resources
	  ○ Process insurance and workers' compensation claims
	  ○ Communicate effectively orally and in writing
	  ○ Direct others in a crisis

Unified Command

The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

Unified Command Benefits

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts.
- Better resource utilization.

Incident Commanders Work Together

When implemented properly, Unified Command enables agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Unity of command is maintained within the Operations Section. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.

Unified Command and NIMS

NIMS encourages the use of Unified Command.

"As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework."

Single Integrated Incident Organization: Command Staff

Unified Command results in a single integrated incident organization. Below is a sample Command Staff organizational chart for the school bus incident. Notice that personnel from the different agencies often are assigned as Assistant Officers.

Single Integrated Incident Organization: Operations Section

In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person available. Below is a sample Operations Section organization chart for the school bus incident.