

Snelling Merced Falls School District

16099 N. Hwy 59

Snelling, CA 95369

District: 209-563-6414

FAX: 209-563-6672

www.snelling.k12.ca.us

SB 187

Comprehensive School Safety Plan

CDS Code:

District: 24-65839-0000000

School: 6025795

Superintendent: Alison Kahl

Date of Adoption:

COMPREHENSIVE SAFETY PLAN

Chapter 1 Senate Bill 187

SB 187: School Safety Plan	3
School Safety Planning Committee	4
Annual Safety Goals	5

Chapter 2 Mandated Policies and Procedures

Mandated Policies and Procedures	6
Child Abuse Reporting	7
Sexual Harassment Policy	13
Bullying Policy and Assessment	18
Suicide Prevention Policy	19

Chapter 3 School Discipline

School Discipline Data	21
Dress Code	21
Suspension and Expulsion Policies	22
Staff Notification of Dangerous Students	25

Chapter 4 Routine and Emergency Disaster Procedures

Ingress and Egress	26
Evacuations – On/Off Campus, Building	26
Routine and Emergency Disaster Drills	27
Earthquake Drills	28
Fire Drills	29
Active Threat/Lockdown Drills	29
Lockdown Checklist	30
The Basic Plan	31
Teachers/Staff as Disaster Workers	32
Definitions: Incidents, Emergencies & Disasters	34
Earthquake Overview	35
Emergency Response Procedures, Basic Actions	37
Earthquake - Drop, Cover and Hold	40
Fire Overview	41
Power Outage/Rolling Blackouts	41
Shelter-In-Place	43
Bomb Threat	43
Intruder on Campus	44
Hostage Situation	45
Lockdown: Active Shooter	45
Poisoning, Chemical Spills, Hazardous Materials	46
Medical Emergencies	48
Triage Guidelines	49
Mass Casualty	50

Chapter 1

SB 187: School Safety 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 time line 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:

1. An assessment by the School Safety Planning Committee, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

Bio-Terrorism, Botulism and Smallpox	51
Chapter 5 Incident Command System	
Responsibilities for a School Disaster	55
Incident Command System Functions	56
Staging Area	60
District Emergency Directory	60
Emergency Contact Information	60
Emergency Communications	62
Briefings and the Media	63
Emergency Message Form	64
Recovery	65
Annual Emergency Awareness/Preparedness Checklists & Forms	66
American Red Cross Recommended Emergency Supplies	69
Chapter 6 Homeland Security Homeland Security Advisory	72
System Appendices Guidance regarding Student Walkout Movements	77
On Campus Evacuation Routes Map	80
Bomb Threat Procedures	81
Emergency Services Websites	83
Chapter 7 COVID-19	84
Snelling School Reopening Plan	
COVID-19 Prevention Plan	

School Safety Planning Committee

California Education Code Section 32286 requires each school site to review and update its school safety plan, which must be developed and written by a School Site Council (SSC) or its designated Safety Planning Committee in collaboration with teachers, classified staff, parents, and first responders to ensure they are up-to-date and complete. The plans must have policies and procedures addressing critical issues including: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

Emphasis on the importance of including mental health programs in the school safety plans has increased over recent years. SSCs or Safety Planning Committees are encouraged to work with county mental health program providers to develop policies to refer children who may have mental health issues to the appropriate services. Partnerships between schools, families, and communities can help address the mental health needs of students as a strategy in school safety planning.

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) 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:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- Student representative(s)
- Staff leaders
- Additional parent representatives

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2) While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include: .

- Mental Health Data
- State, District or Site Surveys
- Disciplinary Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

GOAL 1: Annually improve the LockDown Procedures for all students and staff

GOAL 2: Provide Mental Health Counseling to any identified students

Chapter 2

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

Child abuse reporting consistent with Penal Code 11164.

Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.

Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.

A sexual harassment policy pursuant to Education Code 212.6

Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school

The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.

If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.

Routine and Emergency Disaster Procedures that include:

- Emergency and Disaster Preparedness Plan
- Fire Drills
- Bomb Threats
- Earthquake Emergency Procedure System
- Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. 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.

1. Child Abuse

- a. Injury inflicted by another person. (Penal Code 11165.5, 11165.6)
- b. Sexual Abuse. (Penal Code 11165.1)
- c. Neglect of child's physical, health, and emotional needs. (Penal Code 11165.2)
- d. Willful harming or injuring of a child or the endangering of the person or health of a child. (Penal Code 11165.3)
- e. Unlawful corporal punishment. (Penal Code 11165.4)

2. Not Considered Child Abuse

- a. Mutual affray between minors. (Penal Code 11165.6)
- 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. (Penal Code 11165.6)
- c. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
- d. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
- e. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

B. Mandated Child Abuse Reporting

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- b. Any child care custodian, health practitioner, or employee of a child protect 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 by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166) Merced County Child Protective Services (209) 385-3104 AND Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the district or the appropriate agency. Reports of suspected child abuse or neglect shall include if known: (Penal Code 11167)

- The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location and, where applicable, school, grade, and class.
- The names, addresses, and telephone numbers of the child's parents/guardians.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

- c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

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 campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior 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:

- a. 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.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

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

- a. 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
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

- a. 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) 385-3000 ext. 5858**F. Staff Training**

- a. All staff is required to participate in Mandated Reporter training at their school site's back to school meetings.
- b. Staff hired after the start of school will complete the Mandated Reported Online training.

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT?
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED - TITLE		TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO			DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:		PRIMARY LANGUAGE SPOKEN IN HOME
				<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND		TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> EMOTIONAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)
				<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN
	1. NAME BIRTHDATE SEX ETHNICITY			2. NAME BIRTHDATE SEX ETHNICITY		
	3. NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX ETHNICITY
ADDRESS			Street	City	Zip	
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX ETHNICITY	
ADDRESS			Street	City	Zip	
D. INVOLVED PARTIES	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX ETHNICITY
	ADDRESS			Street	City	Zip
	OTHER RELEVANT INFORMATION					
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX: <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What subject(s) said when the mandated reporter observed what person accompanying the victim(s) said when or past incidents involving the victim(s) or subject(s))					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department. BLUE COPY-County Welfare or Probation Department. GREEN COPY-District Attorney's Office. YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter 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 or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send white copy to police or sheriff's department, blue copy to county welfare or probation department, and green copy to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Sexual Harassment Policy

A. Definition

Students are protected against sexual harassment committed by anyone, including third parties, in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome verbal, visual, or physical behavior that is sexual in nature when:

- A student is led to believe that he or she must submit to unwelcome sexual conduct or communications as a condition of the student's academic status or progress, or the conduct is used as a basis for any decision affecting the student regarding a benefit or service, honors, a place on a sports team, programs, or other District activities, or
- The conduct has the purpose or effect of having a negative impact on a student's educational performance, or creates an intimidating, hostile or offensive educational environment.

B. Notice Prohibiting Sexual Harassment

The Merced River School District is committed to providing educational programs, activities and services that are free from unlawful discrimination, harassment, intimidation, or bullying based on actual or perceived legally protected characteristics, or association with a person or group with one or more of such characteristics, including sex, sexual orientation, gender, gender identity, and gender expression, as required by California law and Title IX of the Education Amendments of 1972. Districts receiving federal funding are required to adhere to Title IX regulations, and Districts receiving state funding are required to adhere to Title 5 regulations.

Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District, may be referred to the District official(s) listed below at the following addresses and telephones:

Title IX Coordinator/Compliance Officer/Issues involving Students with Disabilities:

Alison Kahl, akahl@snellingschool.org, 209-563-6414

You can report discrimination and harassment based on sex to any district staff member or to the District's Title IX Coordinator listed above. You also have the right to file a complaint (see below). For a copy of your District's nondiscrimination policy and procedure, contact your school, the District Office.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

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

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrators who receive a harassment complaint shall promptly notify the Title IX Coordinator/Compliance Officer, Alison Kahl.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

C. Staff Training

Annually, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment and the remedies available to the victims of sexual harassment in employment.

The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

D. Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome leering, sexual flirtations or propositions
- Unwelcome touching of a sexual nature such as massaging, grabbing, fondling, stroking or brushing the body, or touching an individual's body or clothes in a sexual manner
- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, emails, pictures, derogatory posters, notes, stories, cartoons, drawings, obscene gestures, or computer-generated images
- Making sexual jokes, rumors, or suggestive remarks
- Displaying sexually suggestive objects
- Sexual violence, including rape, sexual battery, sexual assault, sexual coercion, or other sexual violence offenses under Education Code section 48900(n)
- Dating violence, stalking, and relationship abuse based on gender or sex

Students also have the right to file a formal complaint (see below). For a copy of the District's sexual harassment policy and procedure, contact the District Office, or view Board Policy 5145.7. Regardless of whether a formal complaint is filed, the District has a responsibility to conduct some level of investigation for any report of discrimination or sexual harassment.

E. Complaint options for sex discrimination and sexual harassment

If you believe that you have experienced discrimination on the basis of sex or sexual harassment at school, you have the right to file a complaint with the District or the Office for Civil Rights ("OCR"). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Incidents involving suspected child abuse shall be reported to law enforcement under the District's mandated reporting procedures. Additionally, the school principal may be required to report other incidents to law enforcement under Education Code section 48902.

Before filing a complaint, you can discuss your concerns with the school Principal, with the District's Director of Student Support or Title IX Coordinator/Compliance Officer, who are listed above. This is often the fastest way to address and resolve your concerns.

Complaint to the School District

Step 1. Prepare Your Complaint

In most cases, complaints should be filed within six months from the date of the incident or conduct that is the subject of the complaint. A complaint may be verbal or written. Be sure to describe the conduct or incident and explain why you believe sex discrimination or sexual harassment has taken place. Communicate your complaint to any District staff member or the District's Title IX Coordinator/Compliance Officer. The district's Title IX coordinator will process Title IX complaints.

Step 2: School District Investigates Your Complaint

Once the District receives your complaint, the Title IX Coordinator/ Compliance Officer will give you a copy of the complaint procedure and make sure a prompt, thorough and impartial investigation takes place. When the investigation is completed, you will receive a written response.

Step 3: School District Responds to Your Complaint

In its written response, the District will include a summary of the results of the investigation. If it is determined that discrimination or harassment occurred, the report shall also include any corrective actions that have or will be taken to address the misconduct, to prevent any retaliation or further misconduct, and to inform you about any sanction imposed on the respondent which relates directly to you as the complainant.

Appeal Options. If you do not agree with the District's decision, state law provides the option to file a formal appeal with the California Department of Education - Office of Equal Opportunity. This is a separate process that can take place if one of these two conditions has occurred: (1) you have completed the District's complaint and appeal process (if any) and you disagree with the decision, or (2) the District has not followed its complaint and appeal process correctly.

You have 20 calendar days to file an appeal with the California Department of Education - Office of Equal Opportunity from the day you received the decision of the District.

You can send your written complaint to:

California Department of Education - Office of Equal Opportunity:

Email: oeoinfo@cde.ca.gov | Phone: 916-445-9174 | Fax: 360-664-2967

Mail or hand deliver: 1430 N Street, Suite 5602, Sacramento, CA 95814-5901

Complaint to the Office of Civil Rights (OCR)

A student may also file a sex discrimination or sexual harassment complaint with OCR. Instructions for filing a complaint can be found at <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

E. Other forms of discrimination, harassment, bullying and intimidation

The Snelling Merced Falls School District Board of Trustees prohibits unlawful discrimination, harassment, intimidation or bullying against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race or ethnicity, ancestry, national origin, nationality, religion, immigration status, color, mental or physical disability, age, marital or parental status, gender identity, gender expression, or genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any District program or activity that receives or benefits from state financial assistance.

Students are protected against discrimination, including discriminatory harassment, bullying or intimidation by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity. Discriminatory harassment, bullying or intimidation includes: physical, written, or verbal conduct, threats, cyberbullying, causing bodily injury to, or committing hate violence against any other student or school personnel based on the targeted person's actual, perceived, or association with a protected characteristic, as listed above.

Cyberbullying includes the transmission of harassing communications, direct threats or other harmful texts, sounds, or images on the Internet, social media or other technologies using a telephone, computer or any wireless communication device. It also includes breaking into another person's electronic account and assuming

that person's identity in order to damage that person's reputation. (See BP 5131- Conduct; BP 5131.2- Bullying). Cyberbullying will be investigated and may result in disciplinary action, even when the act occurs off campus, if it relates to a school activity or school attendance or causes a substantial disruption, or reasonably foreseeable risk of substantial disruption of school activities.

Complaint to the School District

Step 1. Prepare Your Complaint

In most cases, complaints should be filed within six months from the date of the incident or conduct that is the subject of the complaint. A complaint may be verbal or written. Be sure to describe the conduct or incident and explain why you believe discrimination or harassment has taken place. Communicate your complaint to any District staff member or the District's Title IX Coordinator/Compliance Officer. Each campus will designate two administrative personnel who will process complaints.

Step 2: School District Investigates Your Complaint

Once the District receives your complaint, the Title IX Coordinator/Compliance Officer will give you a copy of the complaint procedure and make sure a prompt, thorough and impartial investigation takes place. When the investigation is completed, you will receive a written response.

Step 3: School District Responds to Your Complaint

In its written response, the District will include a summary of the results of the investigation. If it is determined that discrimination or harassment occurred, the report shall also include any corrective actions that have or will be taken to address the misconduct, to prevent any retaliation or further misconduct, and to inform you about any sanction imposed on the respondent which relates directly to you as the complainant. You will also be notified of any applicable appeal rights and any additional civil law remedies that may be available to you.

NON-DISCRIMINATORY BULLYING, HARASSMENT AND INTIMIDATION

Students may also experience bullying, harassment or intimidation which is not based on a protected characteristic. The District also takes these concerns seriously. Students are encouraged to report the matter to a Principal or staff member, who can determine what happened, intervene as necessary, and resolve the situation.

Bullying Policy

A. Policy Pertaining to Bullying

District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized.

A. Bullying Definition

Bullying means any severe or pervasive physical or verbal act or conduct, including communication in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student

to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying also includes an act of cyberbullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cybersexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Youth Suicide Prevention Policy 5141.52

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Superintendent or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation,

- interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors
2. Warning signs that may indicate suicidal intentions, including changes students' appearance, personality, or behavior
 3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
 4. School and community resources and services
 5. District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that suicide occurs or an attempt is made on campus or at a school-sponsored activity.

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Youth Suicide-Prevention Guidelines for California Schools, 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CALIFORNIA DEPARTMENT OF MENTAL HEALTH PUBLICATIONS

California Strategic Plan for Suicide Prevention: Every Californian is Part of the Solution, 2008

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS National Strategy for Suicide Prevention: Goals and Objectives for Action, 2001

WEB SITES

American Psychological Association: <http://www.apa.org> California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Mental Health, Children and Youth Programs:

http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth> National

Institute for Mental Health: <http://www.nimh.nih.gov>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: <http://www.samhsa.gov>

Chapter 3

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:

- a. 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.
- b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

- a. Personnel new to the district receive training on the district discipline policies as a routine part of their new teacher orientation held in August of each school year and also receive a handbook with an outline of the procedures.
- b. All personnel review the Suspension and Expulsion Policies annually at the annual each August at the beginning of the new school year.

Dress Code

A. The principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.
(Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Board Policy 5132 states:

1. Clothing, jewelry and other accessories
 - a. All clothing must be worn as to not expose undergarments or midriffs standing or sitting. Shorts and skirts must be worn no shorter than the mid-thigh.

- b. No spandex-type pants or tops which draw attention to the wearer.
- c. No attire which is sexually suggestive, provocative, or extremely brief, such as low-cut garments, strapless or off the shoulder tops, tube tops, bare midriffs, tank tops with straps less than one (1) inch in width, or muscle shirts, sleeveless undershirts, fishnets tops, short shorts or skirts, see through tops, backless tops, etc. Clothes will be sufficient to conceal undergarments at all times.
- d. No shirts, jackets, etc. displaying profanity, vulgarity, obscene, libelous, slanderous or sexually suggestive language, pictures, or slogans.
- e. No clothing, accessories or jewelry that degrades any cultural, religious or ethnic group.
- f. No clothing, jewelry, etc. which advertises or encourages the use of illegal drugs or substances. No clothing that advertises or promotes the use of tobacco, alcohol or drugs.
- g. No bare feet. Appropriate shoes must be worn at all times.
- h. No attire, which designates affiliation with outside groups, organizations, or gangs, except with prior permission from the site administrator. This includes, but is not limited to: sagging pants, hanging belts, hair nets, gang related initials or symbols, gang typewriting on person, clothing or personal belongings including notebooks.
- i. No chains, spiked collars or bracelets, and rings that could be used as a weapon. Students may wear a single wallet chain having a length of no more than 18 inches and only heavy enough to adequately protect the wallet.

The final determination of what constitutes appropriate dress shall be made by the school administration. All borderline cases will be considered a violation. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

B. Staff Training

Personnel new to the district receive training on the district discipline policies as a routine part of their new-teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure.

Suspension and Expulsion Policies

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. To correct the behavior of any student who is subject to discipline, the

Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 - Discipline.

Grounds for suspension which fall under Education Code 48900

- a. 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon a 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 own prescription products.
- 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 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 as defined in Section 32050.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- t. Aiding and abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

48900.2 Committed sexual harassment

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 Creating an intimidating or hostile educational environment.

48900.7 Threatened to commit a terroristic act against school officials or school property, or both.

A student may be suspended for committing an act that is related to school activity or school attendance within the school district or occurring within any other school district. School activity or attendance can include, but is not limited to [EC 48900(s)]

- 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.

The principal or superintendent may recommend the expulsion of a student for committing one or more of the acts described in EC 48900(a)-(m), 48900.2, 48900.3, 48900.4, and 4899.7 specifically, one of the following acts, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances due to alternative means of a correction would address the conduct or finds an expulsion is inappropriate, due to the particular circumstance.

Expulsion Policies under Education Code 48915:

- 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.

A. Staff Training

All new Administrators attend a District workshop that discusses and demonstrates correct procedures in how to conduct an investigation, processing a student suspension and expulsion. School Site Administrators review with all teachers during a staff meeting the discipline/suspension policies and procedures at the beginning of the school year. Personnel new to the district will receive training on the Suspension and Expulsion Policies as routine part of their new-teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure.

Staff Notification of Dangerous Students

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, graffiti/vandalism, threats or Education Code 48900.2, 48900.3. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079). The information has to be shared in a confidential manner with teachers as appropriate.

A. Staff Training

Personnel new to the district received Student Discipline training as a routine part of their new teacher orientation held in August of each school year and also receive a handbook with an outline of the procedures.

Chapter 4

Routine and Emergency Disaster Procedures

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:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel
- *Daily Ingress/Egress Routes on School Map is located in the Appendices

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.

On-Campus Evacuation/Assembly Location

On Campus Evacuation School Map is located in the Appendices

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.

- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Off-Campus Evacuation/Assembly Location

We have designated multiple sites depending on the location of the on campus threat.

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

C. Staff Training

All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year.

Emergency Evacuation Routes

See School Map with Emergency Evacuation Routes and Off-Campus Evacuation Locations in the Appendices

Routine and Emergency Disaster Drills Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

- Stay in this position for at least one minute or, in a real situation, until shaking stops.

An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

- The Earthquake Alarm can be heard by all staff and students.
- Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:
 - o DUCK, or DROP down on the floor.
 - o Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
 - o HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

The school shall hold fire drills monthly. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Threat/Lockdown Drills

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
 - a. Locking doors
 - b. Covering windows
 - c. Turning off lights
 - d. Building barricades
 - e. Reviewing classroom and all clear procedures
 - f. Reviewing off site evacuation locations.

2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Lockdown Checklist

The purpose of this checklist is to help observers and reviewers ensure that a Lockdown or Drill is effectively executed. This checklist may be used to guide the planning and implementation of a Lockdown or Drill, but its purpose is to help evaluate the school's Lockdown and Drills. Keep in mind that each situation that requires a

Lockdown is unique and requires adaptation as indicated.

ADMINISTRATIVE TASKS

TEACHER ACTIONS

Principal or designee is notified to or decides to go to Lockdown	Accept any students or recognized safe visitors from hallway
ALL on campus are notified of lockdown (or drill) including location if possible	Lock and secure room
Principal or designee calls 911 and describes situation	Instruct students to place phones in silent mode
Office staff or designee posts Lockdown signs on inside of main door	Move students out of sight; close windows and drapes
Staff Members clear hallways & open areas and direct students to closest safe classroom	Turn off lights and most computer screens
Exterior doors are locked	Keep students calm and quiet
Send messages to parents via parent notification system	Take attendance and account for all students
Record telephone answer message for parents who may call	If possible, notify office of missing students, additional students and visitors
Make sure law enforcement has maps and access to all areas	Provision is made for emergency restroom needs
Remain in contact with law enforcement as needed	If at recess, move students to predetermined "safe place"
	Students at lunch should move into nearest classroom

	<p>Students and teachers outside on field should stop, drop and remain</p> <p>Stay in a safe area until either an administrator or law enforcement officer unlocks the door</p>
--	---

If lockdown is identified as "soft" (neighborhood danger), these modifications could be made:

- students can take time to return to their own classrooms
- students outdoors should all be moved indoors
- Doors should all be locked, lights out, and curtains drawn, but students can work silently at their desks
- A verbal "All Clear" can be given when administration has been notified that the neighborhood situation is deemed safe

General

- Did all staff members (including custodian, maintenance workers, part-time and substitute teachers) know what to do?
- Did local law enforcement have maps and access to keys ahead of time?
- Did Visitors know where to go and what to do?
- How will cell phones be used - or not used?

The Basic Plan

The Basic Plan addresses the Snelling Merced Falls School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Merced River School Districts clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Merced County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between classrooms and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between site and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.
- School is required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Teachers/Staff from Duties as Disaster Workers

Government Code, §3100 and SMFSD Board Policy 3516 and AR 4112.3 declares that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employee includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. This means that all school staff are considered disaster workers during a major emergency. School personnel assigned to school level Incident Command System positions and responsibilities will assume their posts as assigned by the site Incident Commander. Others will remain at a central staging location to await assignment as needed. No District staff person will be released from their normal or emergency response duties without the expressed permission of the principal or designee as directed by the superintendent or a designee. School principals will not allow such releases of their staff without first obtaining authorization from the superintendent or a designee.

Priority Release of Employees:

Staff members with special home conditions, such as infant children or invalid relatives, are invited to submit a written petition for "first opportunity" release after the crisis stages of an emergency. The administrator in charge will exercise this release at the earliest opportunity as follows:

- Those with dependents
- Those with no dependents
- Administrators

STUDENT EARLY DISMISSAL/SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District

Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the policies and procedures of the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

A. Release of Students From School Site

It is the policy of the SMFSD to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand in writing by the parent. Emergency Procedure Cards shall be completed by parents and used for this purpose. Following an emergency when parents are unable to come to school, staff should be prepared for parents to fax copies of a signed authorization to release their son/daughter to a friend who can come to the school. Parent signatures must be on the faxed authorizations and must be matched to the signature on the Emergency Procedure Cards prior to the student's release. Parents or others must check with this school's secretary at the emergency Command Post prior to entering the school to pick up their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

SMFSD Board Policy 3516

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

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in

part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc. Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A

disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Understanding the Richter Scale

Richter Magnitude	Feels like KG of TNT	Extra Information
0-1	0.6 -20 kilograms of dynamite	We can not feel these.
2	600 kilograms of dynamite	Smallest quake people can normally feel.
3	20,000 kilograms of dynamite	People near the epicenter feel this quake.
4	60,000 kilograms of dynamite	This will cause damage around the epicenter. It is the same as a small fission bomb.
5	20,000,000 kilograms of dynamite	Damage done to weak buildings in the area of the epicenter.
6	60,000,000 kilograms of dynamite	Can cause great damage around the epicenter.
7	20 billion kilograms of dynamite	Creates enough energy to heat New York City for one year. Can be detected all over the world. Causes serious damage.
8	20 billion kilograms of dynamite	Causes death and major destruction. Destroyed San Francisco in 1906.
9	20 trillion kilograms of dynamite	Rare, but would causes unbelievable damage!

Earthquake Information for Merced, California

Merced, CA has a high earthquake risk, with a total of 73 earthquakes since 1931. The USGS database shows that there is a 47.10% chance of a major earthquake within 50km of Merced, CA within the next 50 years. The largest earthquake within 30 miles of Merced, CA was a 4.1 Magnitude in 1975.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- a. Fire
- b. Peacetime Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable
- g. At the onset of an Active shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- a. Inside school buildings
 - ☐ Immediately TAKE COVER under desks or tables and turn away from all windows
 - ☐ Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b. Outside of School Buildings
 - ☐ Earthquake: move away from buildings
 - ☐ Take a protective position, if possible
- c. Explosion/Nuclear Attack:
 - ☐ Take protective position, OR,

- ❑ Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. School sites should create a plan that includes procedures for the loading and unloading of pupil passengers, how they will escort pupil passengers to a safe location, in the event District Transportation is used.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- a. Fire
- b. Chemical & Biological Gas Alert
- c. Flood
- d. Fallout Area
- e. Blast Area
- f. Chemical & Biological Gas Alert
- g. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: **GO HOME** consists of:

- a. Dismissal of all classes
- b. Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office.

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If student is going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
 - Order an evacuation if the fire alarm doesn't work
 - Call 9-1-1
 - Notify the superintendent
- b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- c. Teachers will close doors upon evacuating.
- d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
- e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- f. The Head Custodian or designee shall open necessary gates for firetruck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicle
- g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

- a. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- b. Notify the Fire Department by calling 911.
- c. Notify the Superintendent.
- d. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- ☐ STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System operator (CAISO) Minimum Operating Reserves criteria.
- ☐ STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- ☐ STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 1480AM (KYOS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- ☐ Update each student's emergency card.
- ☐ Determine availability of portable lighting at site, i.e. flashlights & batteries.
- ☐ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- ☐ Clear away materials and boxes from hallways and pathways.
- ☐ Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- ☐ Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- ☐ Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- ☐ Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- ☐ Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- ☐ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ☐ Ask your staff and students to have seasonal warm clothing available.
- ☐ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ☐ If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.

- ☐ Use a buddy system when going to the restrooms.
- ☐ DO NOT USE barbeques, Coleman-type stoves, and other outdoor cooking devices indoors.
- ☐ DO NOT USE candles or gas lanterns.

- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, dangerous animals or a dangerous person in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the "all-clear" signal is given by a school or local official

Bomb Threat

Most likely, threats of a bomb or other explosive device will be done by phone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- ☐ Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- ☐ Use the "bomb threat procedure checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller

on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

- ☐ The most important information is: When will the bomb explode and where is the bomb located?
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat procedure checklist" form (attached).
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- ☐ Call 9-1-1. Give the following information:
 1. Your name
 2. Your call-back phone number
 3. Exact street location with the nearest cross street
 4. Nature of incident
 5. Number and location of people involved and/or injured
- ☐ Notify Superintendent.
- ☐ Evacuate involved buildings using fire drill procedures. Designee must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

*** See Appendices for Bomb Threat Procedures Checklist**

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification.
- ☐ Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws.

- ☐ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- ☐ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration. If Intruder(s) are on playground or grounds at brunch or lunch time:
- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. 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 rapid movement procedures.

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, then 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 probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own 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, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Lockdown: Active shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

- ☐ Students and staff go into classrooms/buildings or run to off-site evacuation areas.

- ☐ LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- ☐ Notify administration
- ☐ Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- ☐ Administration notifies the Superintendent

Intermediate activities:

- ☐ Place a red card under the door/in a window if you have a serious injury
- ☐ Take roll
- ☐ Conduct anxiety-reducing activities

Evacuation:

- ☐ Prepare students and yourself for a quick evacuation
- ☐ Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingested a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office **CHEMICAL SPILL ON SITE:**

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of personnel
- ☐ Determine whether to initiate Shelter In Place Protocol
- ☐ Secure the area (block points of entry)
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- ☐ Call 9-1-1
- ☐ Notify the District Office at 563-6414 with the following information:
 1. Date, time, and exact location of the release or threatened release
 2. Name and telephone number of person reporting
 3. Type of chemical involved and the estimated quantity
 4. Description of potential hazards presented by the spill
 5. Document time and date notification made
 6. Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

7. Locate a fire extinguisher and have present, should the need arise
8. Place reflective triangles or traffic cones if in street or highway. **DO NOT LIGHT FLARES!**

If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Maintenance Office Director, at 563-6414. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Lacquer Thinner	Paint Thinner	Gasoline	Solvents	Paint
Agricultural Spray	Motor Oil	Diesel Fuel	Stain	Kerosene
Anti-Freeze	Brake Fluid	Airborne Gases/Fumes		

Always call for assistance and:

- ☐ Extinguish all ignition sources
- ☐ Shut off main emergency switch to fuel pump, if appropriate
- ☐ Move appropriate fire extinguishing equipment to area
- ☐ If possible, contain the spill to prevent further contamination
- ☐ Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office, at 563-6414.

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening.

Follow these steps:

- ☐ Shut off emergency switch
- ☐ Avoid skin contact
- ☐ Isolate the spill from people and vehicles by blocking all points of entry
- ☐ If the spill is unmanageable, call 9-1-1 to report the emergency and report:
 1. Date, time, and exact location of the release
 2. Name and telephone number of persons reporting the release
 3. The type of fuel spilled and the estimated quantity
 4. Description of potential hazards presented by the fuel spill
- ☐ Document the time and date notification was made and the information provided

- ☐ Stop and evaluate any hazards
- ☐ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- ☐ Identify the source, estimated quantity spilled and stop further release(s)
- ☐ Take care of any injured
- ☐ Notify the District Office.

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.

- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques. Initial contact

Initial Contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test to check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess