CURTIS CREEK SCHOOL DISTRICT

CURTIS CREEK ELEMENTARY COMPREHENSIVE SCHOOL SAFETY PLAN

2021-2022

School Site Council Approval Date: 2/15/22
Curtis Creek School Board of Trustees Approval Date: 2/24/22

Preface

The Comprehensive School Safety Plan process is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements for the annual Safety Plan process under California Education Code 32280-32289.5 and the National Incident Management System. It is designed to be an electronic and hardcopy safety plan. This document must be updated as necessary to meet site, district and community needs, forms or requirements. It is not intended to be a "grab and go" guide in an actual emergency.

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Chapter 1: School Safety Plan Overview, Review, Evaluation, and Amendment Procedures

The staff and administration of the school are committed to providing a safe and secure environment for students and employees. The comprehensive School Safety Plan is designed to assist staff and students in preparing for emergencies, managing emergency response efforts, and maintaining a safe school learning environment.

Evaluation of the Comprehensive School Safety Plan is accomplished by the Instructional Leadership Team/Safety Team and School Site Council (SSC). The plan is reviewed and revised annually based on data such as discipline referrals, accident reports, and parent, student, and staff surveys. The School Site Council reviews the updates of the plan's implementation yearly. Statistics regarding crimes, disciplinary measures, survey results, and student outcomes are examined annually utilizing the school's School Plan for Student Achievement(SPSA) as a resource.

The plan has been developed in compliance with the **California Education Code sections 32280-32289.5** based on input from administrators, classified and certificated staff, parents, students, and local law enforcement and/or fire department personnel. Collaboration with law enforcement and/or fire department was held via email on February 22, 2022. The plan must address the following:

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

As defined in the Curtis Creek School District (CCSD) **Board Policy 0450**, the Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The comprehensive safety plan shall be reviewed and updated by March 1 of each year **(Education Code 32286)**. The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan at a board meeting.

Declaration regarding CCSD Board Policy and Administrative Regulation references in this document:

Except when specifically quoted, the CCSD Board Policy and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official language. To review these policies and regulations in their entirety, please contact the district office during regular business hours or online at http://www.gamutonline.net/district/curtiscreek/

Chapter 2: School Climate Data

Assessment of Current Status of School Crime

Yearly, the school administration will share the status of school crime with the School Site Council. This report will contain a report on office referrals, suspension/expulsion, vandalism, theft, graffiti, property damage, attendance rates including School Attendance Review Board data (SARB/DART), California Healthy Kids Survey, School Plan, and other site specific data not already mentioned. The purpose of the report will be to gather information to use in the yearly review of the School Safety Plan. Trends will be studied. Data from school hours and incidents during non-school hours, will allow the Site Council to make recommendations on interventions and adjustments to the Safety Plan.

	2019-2020	2020-2021
Other Means of Correction	N/A	N/A
Suspensions	26	50
Expulsions	0	0
Attendance Rates	96.16%	90.10%
SARB referrals	0 (Covid)	0 (Covid)
Other:		

Chapter 3: Crisis Response Protocol & Incident Command System/Emergency Contacts

Crisis Response Protocol

As soon as possible, the site administrator or designee will contact the Superintendent to report the crisis situation and seek assistance and support.

The Superintendent will:
1. Coordinate and communicate with law enforcement and emergency services to serve as a liaison with the school site. Open lines of communication are the priority.
2. Work cooperatively with the site administrator on response and communication.
3. Contact the designated staff to involve them as appropriate in decision making and planning for the use of District and community resources.
4. The Superintendent will serve as a spokesperson to deal with media relations in conjunction with a site person. This applies during the crisis and post-crisis.
5. Contact the Coordinator of Transportation if there is to be an evacuation or other transportation implications.
6. Contact the Director of Food Service if an alternate or extended process for feeding students is necessary.
7. Contact the Supervisor of Maintenance and Operations if there are issues with site safety (safety/structural assessment) or manpower is needed for securing the buildings or site.
8. Contact district office personnel to assist with telephone answering and managing parent contact such as when releasing students.

Crisis Team For Student and Staff Counseling and Support Services

The site administrator or designee will contact the Superintendent if one of the following issues should arise so that a Crisis Team can be brought to the site to provide counseling and support services to deal with an event or the aftermath. Examples of reasons to contact are suicide, death of a student, death of a staff member, post-crisis recovery, etc. The Superintendent will then choose from the following list the appropriate responder to support students and staff emotionally and protect the safety of all during and after the event:
1. District counselor and
2. County pPsychologists
3. County Nurses
4. Mental Health Department
5. Center for Human Services
6. Hospice
7. American Red Cross
8. Salvation Army
9. Other

Post-Crisis Damage Assessment Team

Post-crisis, the Damage Assessment Team will conduct a preliminary damage assessment of the school site grounds, structures, and infrastructure to gather information for the Administration to make the decisions necessary to protect the safety of all adults and students. This assessment will be undertaken with emergency personnel (law enforcement, fire department, TUD for water and electricity, Pacific Gas and Electric, etc). District members of the

team will include the site administrator, Supervisor of Maintenance and Operations, and anyone else deemed necessary to assess the situation.

Custodial Security Checks

The Head Maintenance personnel will make daily rounds in the morning prior to the start of school. During this time to open the site for staff and students, Head Maintenance personnel will look for any vandalism, graffiti, or anything out of the ordinary. If a dangerous condition exists, the Supervisor of Maintenance and Operations and Site Administrator may be contacted for a plan to address the situation prior to staff and students entering campus. If the issue can be addressed by the Head Maintenance personnel and district staff, the school day may proceed as normal. If a dangerous situation persists, the Supervisor of Maintenance & Operations and Site Administrator will contact the Superintendent or other District Office personnel for a decision on contacting law enforcement, emergency services, or decision to not occupy the building until the issue is addressed.

CCSD District Incident Response Team/Incident Command System

Incident Commander Superintendent			*In charge of overall management of an emergency incident or pre planned event*
		Public Information Officer DO Executive Assistant	Coordinates media releases and public information related to the incident.
		Liaison Officer DO Executive Assistant	Assists responding agencies from outside the school with initial information on the incident and direction in response responsibilities and incident supervisor.
		Safety Officer Lead Maintenance	Ensures that all actions are done safely.
Operations Section Chief School Site Secretary Transportation Coordinator	**Planning & Intelligence Section Chief** Attendance Secretary Food Service Director	**Logistics Section Chief** HR/Payroll Specialist.	**Finance / Administration Section Chief** Director of Business
Responsible for care of students and carrying out universal and specific procedures and protocols for response efforts.	Collects and evaluates information related to the development of an incident, and the status of resources.	Responsible for securing and providing needed materials, resources, services and personnel.	Tracks incident costs for reimbursement accounting - especially in case of state of emergency or disaster.

Emergency Contacts

CCSD District Incident Response Team (Phone numbers not for public view)

Position	Name	Phone Number
Superintendent	Dawn Mori	209-533-1083 ext 4353 cell:
Superintendent Executive Assistant	Kristen Lopez	209-533-1083 ext 4352 cell:
HR/Payroll Specialist	Dede Fulkerson	209-533-1083 ext 4350 cell:
Lead Maintenance	Jason Prophet	209-533-1083 cell:
Transportation Coordinator	DeLynn Warfield	209-533-1083 ext 4357 cell:
Attendance Secretary	Kristina Flavin	209-532-1428 ext 4362 cell:
School Site Secretary	Cindy Rhorer	209-532-1428 ext 4360 cell:
Food Services Director	Diana Funderbunk	209-532-1428 ext 4329 cell:
Director of Business	Kristin Barajas	209- 533-1083 ext 4352 cell:
Principal	Andrea Fray	209-532-1428

Site Staff List (Phone numbers not for public view)

STAFF	LOCATION	EXTENSION	CELL PHONE
List to be updated when distributed to staff			

Chapter 4: Standards Response Protocol (SRP)

The Standard Response Protocol

A critical ingredient in the safe school recipe is the uniform classroom response to any incident. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. Historically, schools have taken this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.

SRP is Action Based

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - there are four specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by the Directive: "In Your Room or Area, Clear the Halls" and is used when the hallways need to be kept clear of occupants and staff.
- **Secure (formally known as a Lockout)** is followed by the Directive: "Get inside. Lock outside doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by a type and a method and is the protocol for group and self protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to the local Law Enforcement Agency would then be "We are under Lockdown." Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be combined: "Evacuate to Hallway; Shelter for Tornado; Drop, Cover and Hold."

Benefits

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the respon
se and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents

can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders might transition parts of the school to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

Secure vs. Lockdown

The differentiation between Secure and Lockdown is a critical element in SRP. A Secure protocol recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Secure response. While the Secure response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Secure need to be performed, but in this case they are identified individually. "Secure! Get inside, lock outside doors. Lockdown! Locks, Lights, out of Sight." would be announced on public address. We are in "Lockdown and Secure" and would be conveyed to emergency services or 911.

Tactical Responses

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement for specific simple actions in that event.

Standard Response Protocol Classroom Poster - See Appendix (Both English & Spanish)

Standard Response Protocol - Red Card/Green Card/Medical Card - See Appendix

Drill Conditions

Hold Drill Conditions

**HOLD
In Your Room or Area**

HOLD
IN YOUR ROOM OR AREA.
CLEAR THE HALLS

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

PUBLIC ADDRESS - RELEASE

A Hold can be released by Public Address.

"The Hold is released. All Clear.
The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless administration directs otherwise.

It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that need attention;
- Unfinished maintenance operation in a common area during class changes.

INTERNAL/PRINCIPAL MESSAGING

To students and staff during an incident.

Example Situation: Medical Emergency

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

"Students and staff, the Hold is released. All clear. Thank you for your assistance with making this Hold work smoothly."

MESSAGING TO PARENTS

To parent and community after a Hold event

Example Situation: Medical Emergency

"Today at **(time of day)**, there was a limited First Aid event in the building which required the Hold action to be initiated. Hallways were cleared and the event was handled promptly. Questions can be directed to **(PIO)** jdoe@school.org"

Lockdown Drill Conditions

🔒 LOCKDOWN
Locks, Lights, Out of Sight

LOCKDOWN
LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown, Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight.
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely.

Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of the corridor windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours, and during an incident silence is recommended.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

For more information, see the Lockdown Drills section of this book.

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If, during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the ISPR.

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Lockdown Drill Conditions Continued

CELL PHONES

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID." might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services. This frees up bandwidth for first responders, while still allowing SMS text messaging.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

* Dangerous animal within school building
* Intruder
* Angry or violent parent or student
* Report of a weapon
* Active assailant

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

MEDIA MESSAGING

To community after an event.

Example Situation: Intruder in the School

"Today at (time of day), there was an individual observed entering (school name). The individual was later identified as a non-custodial parent of a student at (school name). School officials placed the school on Lockdown and notified the police of the situation. The individual was not able to gain access to any students at the school and the police are investigating the situation."

DISPATCH

To responding officers during an event.

Example Situation: Angry Violent Parent at School

"(Dispatched units) there is a disturbance at (school name). A parent (identity if known, physical description on scene) is screaming, throwing items, and threatening staff in the office area of the school. The reporting party advised the school has been placed on Lockdown. (time stamp)."

LAW ENFORCEMENT MESSAGING

To community media after event.

Example Situation: Weapon Report

"On (date) at (time of day), (LE Agency) received the report of a student who had brought a weapon to (school name) and was allegedly armed in an otherwise unoccupied classroom. School officials advised the remainder of the school had been placed on Lockdown. Upon arrival, officers were able to make contact with the student and placed the student into custody without incident. The investigation is ongoing."

THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

WHAT ABOUT CELL PHONES?

One of the occasionally heated conversations is about cell phone usage. If the current trends continue, there will be a point in the future where nearly every student will have a communication device.

There may be cases where law enforcement will ask students to leave their phones behind. A bomb threat for example.

In many cases, having the ability to craft messages for students to send their parents, or for students to call their parents, can be of tremendous value.

The Foundation freely admits to a bias though. Take just a moment and think of the origination of the Foundation. (See page 8.)

Lockdown Teacher Guidance
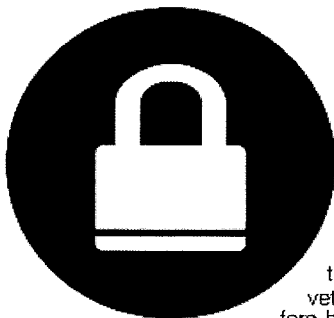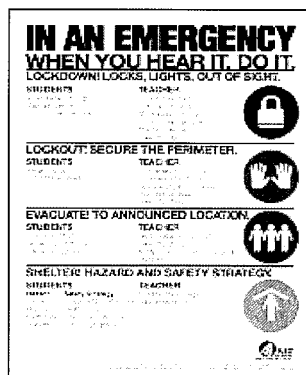
TEACHER GUIDANCE
AFTER A LOCKDOWN DRILL

In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a Lockdown Drill. This is provided as guidance for for a conversation with students.

TALKING TO KIDS ABOUT THE SRP

There is a great deal of variation between elementary and high school. Elementary Students are much more willing to do what they are told. High school students always think they know better than adults. Perhaps with high school students our best goal is compliance rather than agreement.

BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started. Emphasize that the rules; no phones, silence, lights out, out of sight, locked doors, are all absolutes. Talking, poking each other, texting, will all result in a trip to administration and a requirement to redo the drill during lunch or after school until it is done perfectly.

IN AN EMERGENCY
WHEN YOU HEAR IT, DO IT.
LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

LOCKOUT! SECURE THE PERIMETER.

EVACUATE! TO ANNOUNCED LOCATION.

SHELTER! HAZARD AND SAFETY STRATEGY.

THIS IS SERIOUS.

You are drilling to save lives. A phrase I found useful is, "I'm trying to keep you safe. I am not going to apologize for trying to save you.

Be sure the students know someone may come by to try the door. They are to maintain silence.

SAFE ZONE

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in.

Check the doors and windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. I kept my door locked all the time. It took a year and three requests before we could get a lock changed. Be politely persistent.

DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

Will you station yourself in ambush with what ever improvised weapon you can find?

Play baseball during a free period with the kids once a year. It gives you an excuse to have a bat in your room.

AFTER THE DRILL

This is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask and you will probably have to end the discussion after about 10 minutes when the "what ifs" start to become absurd.

Therefore you might want to prime the pump by asking, "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?

Remember they aren't, just, trying to get out of class. I know your subject is important. You wouldn't want to teach it otherwise. But you are giving a kid a skill that is important for her entire life.

WHAT IF I AM IN THE HALL?

We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and lights out then find a place to hide. Do not go from classroom to classroom. We will not open the door for anyone because that person could be held hostage. If someone has a legitimate need to get in the room that person will have a key.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

WHAT IF I AM AT LUNCH?

The same procedure applies.

WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

WHAT IF A BAD GUY COMES IN THE ROOM?

The kids should know to evacuate. Tell them which door and to where, preferably to another room to lock down. Decide what you are going to do because the next question will be, "Mrs. Faversham? What are you going to do?"

WHAT IF I AM OUTSIDE?

Go to (name your evacuation site). Ask if they know how to get there. Discuss how to get to the evacuation site the fastest way. Or get in the school, get in a classroom and lock down.

Let the cops do their job. If you need help go to a teacher.

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Secure (Formally known as Lockout) Conditions
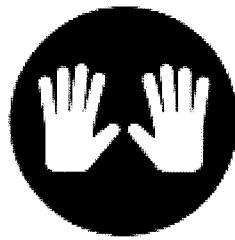
SECURE
Get Inside, Lock Outside Doors.

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.
The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS
The public address for Secure is: "Secure! Get Inside, Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

ACTIONS
The Secure Protocol demands bringing people into a secure building, and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

CONTROLLED RELEASE
Circumstances where a threat is perceived but not directly evident may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There may be additional law enforcement presence.

MONITORED ENTRY
When there is a perceived threat but it's not immediate, anyone entering the building is more closely monitored, especially during after-school gatherings. Students changing classes between buildings or going to the parking lot might be escorted with a heightened awareness.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
During a Secure event, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters (shown on the right) outfacing, to building entry doors to alert potential visitors of the Secure condition.

REPORTED BY
Secure is typically reported by emergency dispatch to the school office. Office staff then invokes the public address and informs administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION
Identification of perimeter access points that must be locked in a Secure event defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS
Secure drills should be performed at least twice a year or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES
There may be physical attributes to the campus that mandate special handling of a Secure event. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If, during a Secure event, an additional hazard manifests itself, like fire, flood, hazmat, then additional directives will be given for the appropriate response.

EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for Secure Protocol.

- Unknown or unauthorized person on the grounds
- Dangerous animal on school grounds
- Criminal activity in area
- Planned police activity in the neighborhood

MEDIA MESSAGING

To the community during an event.

Example Situation: Criminal Activity Nearby

If your school has been notified by law enforcement that there's activity in the area, you might use this type of message:

"We have been advised there is police activity in the area of (**location**). Staff and students are accounted for and the Secure Protocol has been established. Updates to follow."

DISPATCH MESSAGING

To the school prior to this occurring.

Example Situation: Planned Warrant Service Notification

"Be advised there is a planned police activity today (**date**), sometime between (**time range**), in the area of (**neighborhood or nearby intersection**). We request the schools in the area place their campuses in the Secure protocol during this event. Be advised there may be an increased Law Enforcement presence in the area and the potential of loud noises. We will notify you when the event has concluded."

WHEN... THEN...

The following scenario happened in a school district, and is a good topic of discussion during tabletop exercises.

Example: Shots are fired in the neighborhood

In this event, the school day had ended at a neighborhood middle school. Some students were walking home, some were on buses, and some were on campus for after-school sports. When the shots were fired, who was in charge of the communication?

- Law Enforcement needed to alert the school.
- The school was responsible for sending an alert to students/parents/guardians.
- Students who were still on campus were brought inside, and the campus enacted the Secure Protocol.
- Law Enforcement increased patrols in the neighborhood as they sought the source of the gunfire.
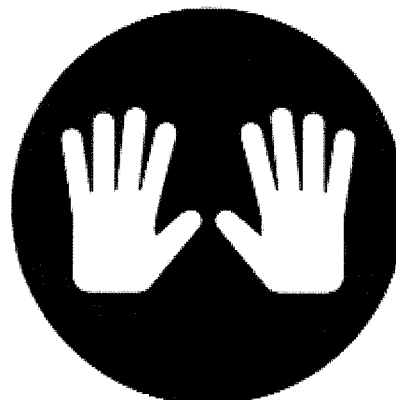- Dispatch maintained communication with the school's Communication Team.

Evacuation Drill Conditions

*Principal shall hold monthly evacuation drills at school site.
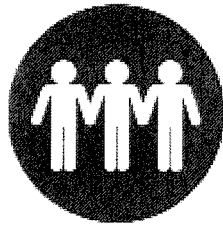
EVACUATE
A Location may also be given

EVACUATE
TO A LOCATION

Evacuate is called when there is a need to move people from one location to another.

Most often, evacuations will be necessary when there's a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate, To the Flag Pole."

"Evacuate! To a location.
Evacuate. To a location."

ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an evacuation. The directives or actions may vary for fire, bomb threat, or other emergency. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally choose an offsite evacuation facility that's in walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. There is a sample MOU for this on The "I Love U Guys" website.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Points. Teachers are instructed to take roll after arrival at the Evacuation Assembly Points.

Schools with large populations might plan on having multiple, predetermined assembly points so everyone isn't grouped together.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. Fire drills are often required regularly, and constitute a valid evacuation drill.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining another evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up Red card if they are missing students, extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials Section for examples.

INTERNAL PRINCIPAL / SRO MESSAGING

To the students and staff.

Example Situation: Possible Hazmat Situation in the School

"Evacuate to your assembly point. Evacuate to your assembly point. Please initiate evacuation procedures immediately and meet at your assigned assembly point outside"

MEDIA MESSAGING

To the media community after an event.

Example Situation: Gas Leak

"Today, at time of day, students and staff at school name were ordered to evacuate due to the report of the smell of natural gas in the area of the school. The students evacuated to evacuation location in order to be reunited with their parents/guardians. Officials say the natural gas odor was as a result of a gas line that was broken by a road crew at location and is currently being repaired. School will be back in session on its normal schedule tomorrow."

Police Led Evacuation Conditions
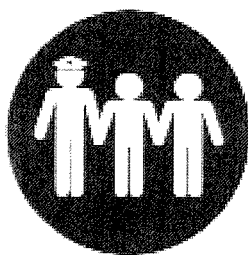
POLICE LED
Evacuation After a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely that students or staff may be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again at the assembly area.

EMOTIONAL RESPONSIBILITY
There is a new conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing area and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

CONTINGENCIES
In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

MEDIA MESSAGING
To the media community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation site where the **School District** was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"**Dispatched Units** respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)"
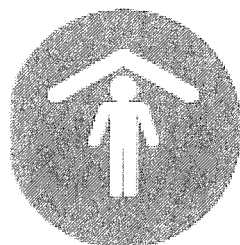
LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

Shelter Drill Conditions

SHELTER
State the Hazard and Safety Strategy

SHELTER
Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

PUBLIC ADDRESS
The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter. For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy."

HAZARDS MAY INCLUDE
* Tornado
* Severe weather
* Wildfires
* Flooding
* Hazmat spill or release
* Earthquake
* Tsunami

SAFETY STRATEGIES MAY INCLUDE
* Evacuate to shelter area
* Seal the room
* Drop, cover and hold
* Get to high ground

ACTIONS
Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION
Identification and marking of facility shelter areas.

DRILLS
Shelter safety strategies should be drilled at least twice a year or as mandated by the state.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY
Using the Shelter Protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

PLAIN LANGUAGE
NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to shelter, or what protective actions should be used in the response.

CUSTOMIZATION
The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization.

ABOUT SHELTER-IN-PLACE
There is a long tradition of using the term "Shelter-in-place" for a variety of hazards. While still in common use, the SRP suggests simply stating the hazard and providing a safety strategy.

A deep exploration of the FEMA website found over a dozen different scenarios where "Shelter-in-place" was advised. Two of the most common were for Tornado or Hazmat. Very different actions would be taken for those hazards. A single directive, "Shelter-in-place" doesn't provide the necessary information. "Tornado! Get to the storm shelter!" is more direct.

Chapter 5: Drills and Emergency Disaster Procedures

Authorities, References, and Definitions

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)

The California Emergency Services Act provides the basic authorities for conducting emergency operations following a proclamation of a local emergency, state of emergency, or state of war emergency by the governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4

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.

The law applies to public school employees in the following cases: when a local emergency is proclaimed; when a state of emergency is proclaimed; or when a federal disaster declaration is made.

These circumstances apply only when a local or state emergency is declared. The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. It requires that school districts be prepared to respond to emergencies.

Management System (SEMS)

California Civil Code, Chapter 9, Section 1799.102
The code 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 (Good Samaritan Liability).

California Education Code Sections 35295

The code requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site's 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, which 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 emergency operations center (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 SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

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 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 the 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 EOC's.

Planning

Our school has identified the location of potential evacuation sites (on and off campus) based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

The school has planned 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.

Procedures for Safe Ingress and Egress

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned 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. The school map identifies evacuation areas and ingress/egress routes.

On-Campus Evacuation/Assembly Location

The primary evacuation site for school sites will be the playground and lower field. Evacuation maps are posted in every classroom and the school office.

Primary Off-Site Evacuation/Assembly Location

In the event of a need to evacuate from a school site to an off-campus location, following is a list of safe sites for each school:

Sierra Bible Church

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 staff with cars to help transport evacuees, direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

In an emergency building evacuation all employees will:
1. Upon emergency alert, secure work area and depart/report to assigned area.
2. Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
3. Do not re-enter the building without permission or request of emergency service authorities.
4. Remain in the general assembly areas and calm students if not assigned another duty.
5. When signaled to re-enter safe areas of the school, quickly do so.
6. Upon safe re-entry, report anything amiss to the operations chief.

In an emergency building evacuation teachers will also:
1. Assemble students for evacuation using designated routes and account for all students.
2. Secure room.
3. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

4. Upon arrival at the assembly area, account for all students.
5. Secure medical treatment for injured students.
6. Report any students missing or left behind because of serious injuries.
7. Stay with and calm students.
8. If signaled to re-enter school, ensure students do so calmly and account for all students.
9. Check the room and report anything amiss to the team leader and/or operations chief.
10. Debrief students to calm fears about the evacuation.

District and Parent Responsibilities for Students

The Basic Plan

The basic plan addresses the school's responsibilities in emergencies associated with natural disasters, 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 the school 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 Tuolumne 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 school 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 sites and the district emergency operations center (EOC).
- Provide for interface and coordination between sites and the county or city EOC in which they reside.

Schools are 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. This planning has been accomplished.

District Responsibility

If the superintendent declares a district emergency during the school day, the following procedures will be followed. All students will be required to remain at school or at an alternate safe site under the supervision of the school principal or other personnel assigned by the principal until regular dismissal time and released only when it is considered safe or until released to an adult authorized by the parent or legal guardian whose name appears on district records. If students are on their way to school, they should continue on their way to school. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

Staff Planning Suggestions

Preparedness for emergencies starts with planning. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier. Each staff member needs to prepare their family and home for earthquakes and other emergencies. Staff members should have:

1. A 72-hour supply kit for the home,
2. A car kit, including comfortable clothes/shoes and medications,
3. Developed a plan to reunite with their family,
4. A neighborhood preparedness program.

Preparedness brochures are available from the local chapter of the American Red Cross, www.redcross.org, www.prepare.org or www.ready.gov. If the disaster occurs during school time, smart emergency management recommends the child stay at school until the parent or a trusted friend (found on school emergency cards) picks up the child. Nobody can guess, especially in an earthquake, how impacted neighborhoods may be. This means the school staff will need to stay with the children. You can only do this if you are prepared at home. You must feel that your family can activate your family plan without you.

Parent Responsibility

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. **School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.**

Chapter 6: Annual Emergency Preparedness Checklists and Forms

Checklists on the following pages highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most. The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more.

Fire Drill, Earthquake Drill, Lockdown Drill & Bully Training Documentation

Below is a sample of a yearly safety drill schedule. Each school site is required to complete this document as indicated by Education code and AB9. Sites will include a copy of their individual drill schedule (update as needed) in the safety folder/binder.

Tri	MONTH	EVACUATE DRILL (1x month)	SHELTER DRILL: EARTHQUAKE DRILL (4 x year, at least 1x tri)	Secure (Lockout)Drill (4 x year, at least 1x tri)	Lockdown Drill (4 x year, at least 1x tri)	BULLY/SRP TRAINING (1x w/ staff, within 1st 8 weeks)
1						Mandated Training August 2021
2						
3						

California Ed Code Information:

§ 32001. Fire Warning System: Sounding Alarms; Fire Drills

Section 17074.52. Every person and public officer managing, controlling, or in charge of any public school, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level (TK-8).

§ 32282. Comprehensive School Safety Plans; Contents; Disaster Procedures; Development

A drop procedure whereby each pupil 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 must be held at least once each school trimester in elementary schools (TK-8).

The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive safety school plan is properly implemented. An updated file or all safety-related plans and materials shall be readily available for inspection by the public.

Bullying: Training for Staff: Bill AB9 requires schools to establish policies to prevent bullying, be responsive to complaints about bullying, train personnel how to recognize and intervene in bullying, and make resources available to victims of bullying.

Chapter 7: Special Considerations for Other Emergencies

Power Outage/Rolling Blackouts

It is the district's intent to keep schools open during a power outage. During an actual outage or anticipated outage, the site will be contacted as soon as practicable. Once notified, turn off computers, monitors, printers, copiers, and lights when not in use or not needed.

Preparing for an Outage

1. Update each student's emergency card.
2. Determine availability of portable lighting at site, e.g., flashlights & batteries.
3. Find out if when power is lost, do emergency lights go on and do the exit signs remain lit.
4. Clear away materials and boxes from hallways and pathways.
5. Ask your teachers to have alternative teaching methods and plans available.
6. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
7. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
8. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
9. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
10. Ask your staff and students to have seasonal warm clothing available.
11. Use surge protectors for all computer equipment, major appliances and electronic devices.

During an Outage

1. Contact the district office immediately if the school site experiences a blackout.
2. Phones connected directly to a phone jack should still be operable.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
4. Use a buddy system when going to the restrooms.
5. Do not use barbecues, Coleman-type stoves, hibachis and other outdoor cooking devices indoors.
6. Do not use candles or gas lanterns.
7. Turn off computers, monitors, printers, copiers, and major appliances.
8. Shut off lights in unoccupied rooms.

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.).

Utility Failure or Leak
Immediately report any building emergency or problem to the Principal.
- For suspected or actual utility break or water/gas leak:
- Evacuate the immediate area.
- Do not touch fallen wires.
- Check circuit breakers, pilot lights and other potential sources of the problem.
- Do not return to the area until instructed to do so.

Utility shutoff information is posted at each site at utility locations.

Bomb Threat

The person receiving the bomb threat will:

1. Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
2. Use the "bomb threat checklist" form (see chapter 9) 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.
3. The most important information is: When will the bomb explode and where is the bomb located?
4. Immediately after receiving the bomb threat, verbally notify the building administrator of the threat received.
5. Complete the "bomb threat checklist" form.
6. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves could trigger a bomb).

Building administrator will (if necessary):

1. Call 9-1-1 and give the following information: your name, call-back phone number, exact street location with the nearest cross street, nature of incident and number and location of people involved and/or injured.
2. Notify the Superintendent's office.
3. Evacuate involved buildings using fire drill procedures. Principal must have the superintendent's permission to evacuate the entire site.
4. Implement a systematic inspection of the facilities to determine if everyone is out.
5. Secure all exits to prevent re-entry to buildings during the search period.
6. 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.
7. Re-occupy buildings only when proper authorities give clearance.

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.

Bomb Threat Guidelines

If an anonymous telephone call or written threat is received by school personnel regarding placement of bombs or other explosives in a building, the following procedures will be followed:
- **The Administrator,** upon being advised, will determine action to be taken.
- **If a suspicious object is found—DO NOT DISTURB!**

Telephone Call:
IF POSSIBLE, **alert other key personnel** to monitor phone calls with you by using prearranged signals. The person receiving the threat should attempt to keep the caller on the line. Delay the caller with such statements as, "I am sorry, I did not understand you. What did you say?"
- Get as much information as possible from the caller. Use "Bomb Threat Telephone
- "Check List" which is under the phone.
- Dial 911 and/or notify Office immediately

Letter:
If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found shall be noted. Care shall be taken in handling the message by immediately placing it in an envelope for fingerprint detection.

Notification of Authorities
- Immediately upon receipt of the message, by whatever form:

FIRST: Notify an administrator   **SECOND**: Administrator notify Police at 911

- Initiate Regular Fire Drill Procedure but DO NOT USE BELL SYSTEM.
Responsibility for the evacuation decision rests with the Principal. The fire department or bomb squad shall take over the responsibility, if they feel the situation is dangerous.
Search for the Bomb: an immediate search for the bomb shall be made by the: FIRE DEPARTMENT OR POLICE DEPARTMENT AND BY SCHOOL PERSONNEL ONLY UNDER FIRE OR POLICE DIRECTION

PUBLICITY: No publicity shall be issued at or within the school, as this is a responsibility of law enforcement and firefighting officials, or the District Superintendent.

Suspicious Packages:
Unexpected and Unexplainable After Observation / Envelope Received, Suspicious Sounds Coming From Lockers or Other Area or a Suspicious Object

IF YOU THINK IT'S A BOMB, OR <u>POSSIBLY</u> A BOMB, BELIEVE THAT IT IS! IMMEDIATELY:
- Turn off and Do Not Use Cell Phones!
- Do not activate the Fire Alarm.
- Notify Administrator.
- Administrator of designee Dial 911
- Do NOT handle package
- Do not place anything over package
- Evacuate immediate area—100 yards behind cover

Secure area to prevent re-entry

Be prepared to provide officials with the following information:
Who/Why thought it was a Bomb?
Size of the article
What does the article look like?
Exact location

Bomb Threat Checklist

ACTION ASSIGNED	RESPONSIBILITY
Inform administrator or designee	Person receiving call
Call Police/Sheriff Department and/or Fire Department	Administrator or Designee
Identify the exact wording, voice sound, etc. See Bomb Questionnaire and Bomb Threat Checklist	Person receiving call
Make decisions to evacuate building	Administrator or Designee
Make decision to inform employees	Administrator or Designee
If evacuations, remain clear of buildings, trash cans, and trash dumpster. Consider a Directed Evacuation of Site	Staff
Take roll. Prepare to send roll to the administrator, if requested	Staff
Resume normal work after buildings have been inspected and determined safe. Public Safety workers will not make this determination, but only consult, the determination will be made by the school district	Staff
Avoid publicizing "scare"	Administration / Staff
Person receiving the message should complete the Bomb Threat Checklist form. Copies of this form are to be kept by the telephone in the administration building and distributed to staff.	Administration / Staff

Bomb Threat Questionnaire
(KEEP NEAR OR UNDER PHONE AT ALL TIMES)

TIME OF THREAT: _____ DATE: _____

Exact wording of the threat: _____

_____

_____

_____

Background Noises - put a checkmark to the left of the noise(s) you hear:

	Street Noises		Household Noise		Male Voices
	Animal Noises		Restaurant		Female Voices
	Office Machinery		Factory Machinery		Kids Voices
	PA System		Long Distance		Music
	Other				Traffic
					Local Call

Caller's Voice:

	Calm		Angry		Excited		Slow
	Rapid		Soft		Loud		Laughter
	Crying		Normal		Distinct		Slurred
	Nasal		Stutter		Lisp		Raspy
	Deep		Ragged		Clearing Throat		Accent
	Deep Breathing		Cracking Voice		Distinguished		
	Familiar:						

Threat Language:

	Well-Spoken		Incoherent		Irrational
	Foul		Taped		Read

Caller's Gender: MALE   FEMALE   **Approximate Age:** _____

Ask the Caller:

When is bomb going to explode?_____

Where is the bomb? _____

What kind of bomb is it? _____

Did you place the bomb? _____

Why? _____

What is your name? _____

What is your address? _____

Basic Call Information: Phone number where threat was received: _____

Your Name: _____ Job Title: _____

REMARKS: _____

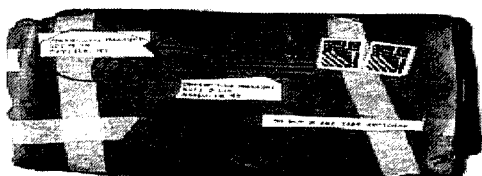# U.S. Department of Justice - FBI - Suspicious Letter or Package

If you suspect a letter or package contains a bomb, radiological, biological, or chemical threat follow the following steps:

1) Avoid handling - Do **NOT** shake or bump
2) Isolate and look for indicators
3) **DO NOT** open, smell or taste outside or contents of package
4) Treat it as Suspect! **CALL 911**

Isolate the area immediately, CALL 911, Wash your hands with soap and water. Use the chart below as a guideline when dealing with a suspicious package.
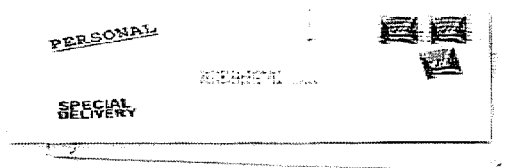
Indicators:
Addressed to title only or incorrect title with name.
Lopsided or uneven.
Rigid or bulky.

No return address, or restrictive markings.
Unknown powder or suspicious substance.
Possibly mailed from a foreign country.

Protruding wires.
Strange odor.
Oily stains, discolorations, or crystallization on wrapper.
Excessive tape or string.

Poorly typed or written.
Excessive postage.
Misspelled words.

Police Department: _____
Fire Department: _____
Local FBI Office: _____
(ask for the duty agent, special agent bomb technician, or weapons of mass destruction coordinator)

Poisoning, Chemical Spills, Hazardous Materials

Poisoning
If a student ingested a poisonous substance: call Poison Control Center Link Line 1-800-222-1222 and take appropriate first aid measures; call parents and notify the health office.

Chemical Spill on-site
The following are guidelines for chemical spills:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate shelter-in-place protocol.
3. Secure the area (block points of entry).
4. Identify the chemical.
5. Notify the district office.

Reporting Chemical Spills
Once an emergency spill response has been completed, the person reporting the initial spill will complete a spill response evaluation. The incident must be reported to the superintendent within 24 hours of the spill.

Hazardous Substances
Hazardous substances include, but are not limited to the following: gasoline, lacquer, thinner, solvents, paint, motor oil, agricultural spray, diesel fuel, kerosene, stain, anti-freeze, airborne gasses/fumes, and brake fluid.

Always call for assistance and extinguish all ignition sources, shut off the main emergency switch to the fuel pump, if appropriate. Move people/personnel away or evacuate from contamination area(s). If the spill poses an immediate student and staff hazard, all personnel should evacuate the area immediately.

Student Release Team

A site administrator, district administrator, or designee will oversee the Student Release Team. Student release team checklist is located in the Appendix.

In order to expedite the release of students to their parents, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release area should be away from the evacuation assembly area and parents should be required to follow release procedures. The most important task is to guarantee that documentation is kept about to whom each student is released.

Establish one area for initial contact with adults/parents, and a second "reunion" area. The first area will check authorization for release on the student's emergency card. The parent will initial the card. Using walkie-talkies, or student messengers if walkie-talkies are not available, the student will then be summoned to the reunion area. There, the student's name will be checked off the master roster by the staff.

Student Release Team Action Checklist

- Determine availability of supplies and safety of location for student release area and reunion area, if applicable.

- Set up tables, chairs, emergency cards, and master rosters in the student release area. If using an initial contact area and a reunion area, set up equipment for these areas.

- Have parents or adults initial Health and Emergency Cards and indicate their destination. IF THE NAME OF ADULT IS NOT ON EMERGENCY CARD, STUDENTS CANNOT BE RELEASED.

- If the adult's name is on the emergency card, use the walkie-talkie or messenger to summon the student to the release or reunion area.

- Note name and destination of student on registration card or master roster before releasing the student.

Student Release Team Annual Preparation

- Maintain a current roster of all students.
- Maintain a copy of the Registration Card for each student which lists persons authorized to pick up students.
- Note on site map the location of all student release supplies.

Suggested Equipment / Supplies List

- Site Map
- Walkie-talkies
- Tables/chairs
- Clipboards and writing implements
- Barrier tape

Chapter 8: Policies and Procedures

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan includes the following components (Education Code 35294.10):

- Child abuse, mandated reporting consistent with Penal Code 11164 and CCSD Board Policy 5141.4 and CCSD AR Policy 5141.4
- Policies pursuant to Education Code 48900-48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- The rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5 (CCSD Board Policy 5144, "discipline") to create a safe and orderly environment conducive to learning at school.
- Procedures to notify teachers and counselors of dangerous students pursuant to Education Code 49079.
- Dress Code
- Procedures for safe access and exit of students, parents/guardians, and employees to and from the school.
- Discrimination and harassment policy pursuant to Education Code 212.5
- Bullying Policy
- Routine and emergency disaster procedures, including: emergency and disaster preparedness plan, fire drills, bomb threats, earthquake emergency procedure system and transportation safety and emergencies.

Child Abuse

Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; 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); and the physical or emotional neglect of a child or abuse in out-of-home care. AR 5141.4(a) provides guidance on prevention and reporting.

Child Abuse
- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

Mandated Child Abuse Reporting

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164. A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

The mandated report 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 possible by telephone AND a written report must be sent within 36 hours of the telephone call to Child Protective Services. Make sure you keep the name of the social worker with whom you spoke. If the child is in imminent danger, call 911. A copy of the report must be sent to the Superintendent's Office for the record. A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (California Penal Code Section 11166[c]).

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.
Penal Code 11165 defines a child as any person under 18 years of age.

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 counselor and/or local law enforcement to determine if particular provisions under this section are current and in effect.

Discipline

No student will be allowed to disrupt the normal school day activity or to compromise the health and safety of the campus.

Suspension and Expulsion Policies

Per Education Code 48900(s) and CCSD Board Policy 5144.1, a pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the campus;
- during, or in route to and from, a school sponsored activity.

Notification to Students and Parents on School Discipline

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. The discipline policy shall be reviewed annually with input from the site administrator, staff, students, and parents.

Staff Notification of Dangerous Students

Two times a year (August and January) principals are required to notify teachers of their current students who have been suspended for Ed Codes 48900 (except h), 48900.2, 48900.3, 48900.4, or 48900.7. It is the responsibility of the site administrator and teachers to assure that this information is kept confidential.

Education Code:

- 49079(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- 49079 (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Dress Code Policy

Appropriate dress is necessary for the healthy, safe, and undisrupted operation of school and classes. Student attire should be neat and clean. CCSD Board Policy 5132 prohibits the wearing of clothing and/or adornment that advertises alcoholic beverages, tobacco products, controlled substances, or gang activity. Such use can be potentially life threatening and is prohibited on school grounds and at school activities on/off campus. Any student who violates the dress code policy of the school site shall be requested to change his or her clothing for the first offense. Students shall be requested to change their clothing and shall be disciplined for each subsequent offense for willful defiance per school and district policy.

Procedures for Safe Ingress and Egress to and from School

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

CCSD Administrative Regulation 3543 provides a framework for school bus transportation safety plans and procedures including, passenger restraint systems, fire extinguishers, electronic communication devices, safe bus operations, unauthorized entry, transportation safety plan for boarding and exiting buses, parent notifications, student instruction, and bus accidents.

In order to help ensure the safety and well-being of students, bus drivers, and others, the Board of Trustees expects students to exhibit appropriate and orderly conduct at all times when using school

transportation, including while preparing to ride, riding, or leaving the bus. Students found to be in violation of the District's bus conduct shall be subject to discipline in accordance with Board Policy and Administrative Regulations. CCSD BP & AR 5131.1

CCSD Board Policy 5131.7 prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming home from school.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in CCSD Board Policy 1250. To ensure the safety of students and staff and avoid potential disruptions, any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. For purposes of school safety and security, the district and site administrators will develop and ensure use of a visible means of identification for all individuals who are not students or staff members while on school premises.

Discrimination and Harassment Policies

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in CCSD Board Policy 0410, which states that the Board of Trustees is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. CCSD BP 0410

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint. CCSD BP 5145.3

Disciplinary Actions
Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal. CCSD BP 5145.3

Sexual Harassment Policy

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation. CCSD AR 5145.71

Instruction/Information - CCSD BP 5145.7
The superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Complaint Procedure

Complaints regarding harassment/sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Bullying Policy: CCSD BP 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or 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. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district Superintendent identified in AR 1312.3 - Uniform Complaint Procedures.

Discipline

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

Appendix

Standard Response Protocol (SRP) Classroom Poster

IN AN EMERGENCY
TAKE ACTION

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

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

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

SECURE!
Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

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

LOCKDOWN! Locks, lights, out of sight.

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

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

EVACUATE! (A location may be specified)

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

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

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

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

STANDARD
RESPONSE PROTOCOL

K12 2021

EN CASO DE EMERGENCIA
TOMEN MEDIDAS

HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

ESTUDIANTES
Permanezcan en el área hasta que se indique que la situación se ha resuelto
Continuar con la actividad rutinaria

ADULTOS
Cierren la puerta y echen la llave
Cuenten a los estudiantes y a los adultos
Continuar con la actividad rutinaria

SECURE! (¡PROTEJAN!)
Vayan adentro. Echen llave a las puertas exteriores.

ESTUDIANTES
Regresen adentro
Continúen con la actividad rutinaria

ADULTOS
Lleven a todas las personas adentro
Echen llave a las puertas exteriores
Mantengan la alerta sobre lo que ocurre en su entorno
Cuenten a los estudiantes y a los adultos
Continúen con la actividad rutinaria

LOCKDOWN! (¡CIERRE DE EMERGENCIA!)
Echen llave, apaguen las luces, escóndanse.

ESTUDIANTES
Desplácense a un lugar donde no se les vea
Guarden silencio
No abran la puerta

ADULTOS
Lleven a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
Echen llave a las puertas interiores
Apaguen las luces
Desplácense a un lugar donde no se les vea
Guarden silencio
No abran la puerta
Prepárense para evadirse o defenderse

EVACUATE! (¡EVACUEN!)
(Es posible que se especifique un lugar determinado)

ESTUDIANTES
Dejen sus cosas donde estén si se les pide que lo hagan
Llévense sus teléfonos
Seguir instrucciones

ADULTOS
Dirijan la evacuación a un lugar determinado
Cuenten a los estudiantes y a los adultos
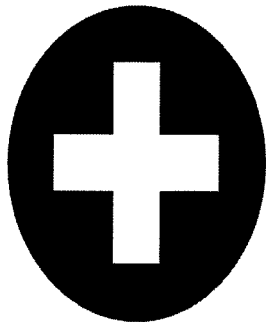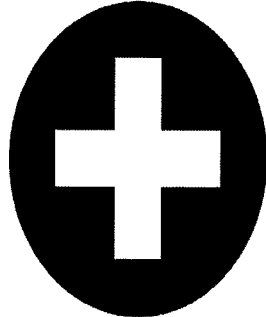Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

SHELTER! (¡BUSCAR RESGUARDO!)
Riesgo y estrategia de seguridad

ESTUDIANTES
Utilizar una estrategia de seguridad adecuada para el peligro

ADULTOS
Dirijan la estrategia de seguridad
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

Riesgo	Estrategia de seguridad
Tornado	Evacúen a un área resguardada
Terremoto	Agáchense, cúbranse y agárrense
Materiales peligrosos	Sellen el salón
Tsunami	Diríjanse a terreno elevado

STANDARD RESPONSE PROTOCOL

44

MEDICAL HELP

(upside-down, top of page): MEDICAL HELP

MEDICAL HELP

HOLD
In Your Room Or Area

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

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

SECURE
**Get Inside.
Lock Outside Doors.**

Students:
- Return to inside of building
- Do business as usual

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

LOCKDOWN
Locks, Lights, Out Of Sight

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

Adults and Staff:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Account for students and adults
- Do not open the door
- Prepare to evade or defend

EVACUATE
To Announced Location

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

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

SHELTER
For A Hazard Using Safety Strategy

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students:
- Use appropriate safety strategy

Adults and Staff:
- Lead safety strategy
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method

In the event of an evacuation, take this card with you. To use this card, fold along dotted lines so the appropriate message is outward facing.

LOCKDOWN DRILL
WORKSHEET

School _____

Date/Time _____

Team Members _____

_____

_____

Stopwatch Time _____ Student Population _____ Staff Count _____

Room#							
Locks	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Lights	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Out of Sight	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Door Knock	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Why?	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Options	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No

Notes _____

_____

_____

_____

Room#							
Locks	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Lights	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Out of Sight	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Door Knock	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Why?	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No
Options	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No	□ Yes □ No

Notes _____

_____

_____

_____

Student Release Log

Date: _____

Teacher: _____ Gr: _____ Room: _____

Student	Time	Being released to:	Signature	Destination

SCHOOL MAP

**Curtis Creek School
Emergency Escape Route Map**

C14

AED
District
Office

Parking Lot

Lawn

C13
C12
C11
C10
C9
C8

Bus
Garage

Parking
Lot

4-5-6
Playground

C4	C1
C3	C6
C2	C5

C7
AED

Parking Lot

A11 | A12 | A13 | A14

B2	B1
B3	B6
B4	B5

GYM /
CAFETERIA

AED

Office
AED

A4	A3	A2	A1
A5	A6
A7	A8	A9	A10

Playground

Lower Field