



Curtis Creek Elementary School District

2022-2023 Comprehensive District Safety Plan

This Comprehensive School Safety Plan was developed collaboratively with stakeholders and adopted by the Board of Trustees for Curtis Creek Unified School District on _____.

CCSD Board Approval Confirmed by:

Name	Title	Signature	Date
<i>David Vasquez</i>	<i>Board President</i>		
<i>Dawn Mori</i>	<i>Superintendent</i>		

This document is to be maintained for public inspection in the district office during regular business hours.

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Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Tactical procedures for responding to criminal incidents on campus

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following:

1. How the safety plan addresses the needs of each school and students within that school.
2. How the school site council or safety planning committee, when writing the plan, considered the “three essential components” described in Education Code 35294.21, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student’s resiliency skills

A copy of the comprehensive district safety plan shall be available for review at the Curtis Creek School office.

Declaration regarding CCSD board policy and administrative regulation references:

Except when specifically quoted, the CCSD Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language.

To review these policies and regulations in their entirety, please see the district office during regular business hours or visit <https://www.curtiscreekschool.com/>.

CCSD Guiding Principles

Board of Trustees Philosophy and Goals

Curtis Creek School District is committed to developing each student in a safe and supportive environment by providing a quality, balanced education which leads to academic and career excellence in a global society. Our students will be respectful, well-rounded citizens who reflect community pride.

As part of the Board of Trustees' responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.

The Board of Trustees has established the following as Local Goals:

Safety-

1. Establish preventative protocols and procedures for Incident Response/Safety.

Compliance-

1. Establish a Maintenance plan for both Curtis Creek and Sullivan Creek.

Organization

1. Board will receive School Site Council updates at the board meeting following a school site council meeting.
2. Complete the Master Plan.

Relationships

1. Establish a schedule of Board classroom and school site visits up to two times a school year.
2. Superintendent/Board to create connections with local media, community organizations, and attend meetings such as Board of Supervisors, etc.
3. Establish a Procedure for introducing new employees to the Board and staff.

Education

1. Continue to work on full implementation of the ELO-P plan and requirements focusing on first serving all unduplicated students/families that wish to receive these supports.
2. Analyze data to examine the need for additional intervention supports during the school day in literacy and math.

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that district goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP).

Safety Plan Vision

To support the philosophy and goals of the Curtis Creek School District we strive for a safe learning environment where students are empowered to achieve through strong connectedness to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that deteriorate our schools' social and physical climate.

Components of the Comprehensive School Safety Plan

As a small school district (enrollment of 2,500 or below), the CCSD Comprehensive District Safety Plan encompasses Curtis Creek School.

CCSD Safety Planning Team and Advisors

This plan was updated and created during the 2022-2023 school year, with revisions made based on input received from staff and those listed below during regular meetings held throughout the year.

- Dawn Mori, District Superintendent
- Stephen Sweitzer, Principal
- Dede Fulkerson, Head of Maintenance, Operations and Transportation
- Cindy Rohrer, School Secretary
- Site Council
 - Ashley Boujikian, Parent
 - Kristina Flavin, School Attendance Clerk
 - Joan Job, School Counselor
 - Mystery Bradford, Parent
 - Tyler Vogel, Teacher
 - Andrea Novotny, Parent
 - Holly Azavedo, Teacher
 - Erin Erway, Parent
- Local Fire Representative: Aimee New, Fire Chief
- Sheriff Representatives; James Oliver, Robert Nikofoeruk

Assessment of School Safety

Education Code, Section 32282 (a) 1

Founded in 1865, Curtis Creek School District has served the ‘gold country’ for nearly two centuries. Located in the Sierra Nevada foothills, near Yosemite National Park, Curtis Creek strives to build partnerships with family and community to ensure that every student has the opportunity to acquire the knowledge, skills, and attitudes to continue to learn, live a productive life and contribute to a diverse, rapidly changing society. Curtis Creek Elementary is the only school within the Curtis Creek Elementary District. Serving a diverse population with varying socio-economic backgrounds, our school is situated between Hwy 108 and Tuolumne Road. It is a rural community on the edge of the city of Sonora. Students develop proficiency in academic core curriculum areas using guidance from the California State Frameworks. In addition to high standards for academic achievement, the school supports character development, exploration of the arts and athletics, and a school climate based on fairness and respect.

Curtis Creek Elementary was originally constructed in 1865. It is comprised of 32 classrooms, a gymnasium/multipurpose room/cafeteria, a library, a staff lounge, and three playgrounds. The Director of Maintenance/ Operations/Transportation (MOT) works daily with Custodial and Maintenance/Grounds staff. Our custodial staff work to ensure that the the school is maintained in a clean and safe manner. Site Maintenance/Grounds staff ensures that the necessary repairs are made to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency

repairs. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. In January, 2017 there was a mudslide near portables A -11 through A-4. Those rooms were deemed unsafe for students. We are now able to refurbish these rooms after many years of nonuse. CAL OSHA and FEMA are worked together on securing our hillside and making these rooms available. Our original library has been transformed into a Learning Commons. We are diligently working to create spaces for our students to learn and grow. The Learning Commons is a unique space to explore STEAM activities.

Safety of students and staff is a high priority for Curtis Creek School. School staff attended a school safety training along with local law enforcement officers in 6-2019. Currently a team is working on updating and realigning our safety procedures/plan. The School Site Safety plan was reviewed by our School Site Council, then approved by the School Board and reviewed by staff and management in February of 2020. The school's disaster preparedness plan continues to include best practice for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held at least once a year. Students are supervised before school, during lunch, and after school by certificated staff, classified staff, and by the school principal. There is a designated area for student drop off and pick up. Visitors are required to check in at the school office and wear a visitor's badge. Classrooms are secured throughout the day and staff are vigilant regarding the safety needs of our students. Most recently CCSD was able to install and begin monitoring campus with the use of strategically located security cameras.

Several measures from the California Healthy Kids Survey (CHKS) will be used to provide an ongoing assessment of school safety. These measures include School Connectedness, Academic Motivation, Facilities Upkeep, School Perceived as Safe, Harassment or Bullying (intermediate)/Bad Names or Mean Jokes (primary), Current Alcohol or Drug Use, Vaping and Chronic Sadness/Hopelessness (intermediate)/Frequent Sadness (primary). In addition to assessments from the CHKS, Curtis Creek will utilize records of suspension, expulsion and other means of correction to provide indicators for school safety.

School Connectedness

Data from the 2021-2022 CHKS shows that 77% of 5th grade students, 75% of sixth grade students and 64% of seventh grade students agreed or strongly agreed that they felt connected to the school.

Academic Motivation

Data from the 2021-2022 CHKS shows that 90% of 5th grade students, 72% of sixth grade students and 62% of seventh grade students agreed or strongly agreed that they were academically motivated to do well in school.

Facilities Upkeep

Data from the 2021-2022 CHKS shows that 100% of 5th grade students, 55% of sixth grade students and 75% of seventh grade students agreed or strongly agreed that their school was usually clean and tidy.

School Perceptions of Safety

Data from the 2021-2022 CHKS shows that 83% of 5th grade students, 73% of sixth grade students and 71% of seventh grade students perceived school as “safe” or “very safe.”

Harassment, Bullying, Bad Names or Jokes

To provide data for harassment issues on campus the primary measure of “called bad names or target of mean jokes” and the intermediate measure of “harassment or bullying” are used here. Data from the 2021-2022 CHKS shows that 50% of 5th grade students, 32% of sixth grade students and 33% of seventh grade students reported being called bad names or a target of mean jokes, or being bullied or harassed.

Alcohol or Drug Use

Data from the 2021-2022 CHKS shows that 0% of 5th grade students, 13% of sixth grade students and 7% of seventh grade students engaged in alcohol use.

Vaping

Data from the 2021-2022 CHKS shows that 0% of 5th grade students, 4% of sixth grade students and 3% of seventh grade students engaged in alcohol use.

Sadness

Data from the 2021-2022 CHKS shows that 25% of 5th grade students reported “frequent sadness” and 21% of sixth grade students and 27% of seventh grade students reported chronic sadness/hopelessness.

Suicide

Data from the 2021-2022 CHKS shows that 13% of sixth grade and 20% of seventh grade students reported considering suicide.

District/Campus Safety Strategies and Programs

Education Code 32282 (a) 2 (A)-(J)

As written in **CCD Board Policy 5142**, the Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166

According to **CCSD Board Policy 5141.4**, the Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

All school staff members are to inform school administration by the end of the regular school day when the knowledge or substantiated suspicion of child abuse was attained. All school staff members are also required to directly contact Tuolumne County Child Welfare Services at (209) 533-5717.

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

In **CCSD Board Policy 3516**, the Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Curtis Creek School District Crisis Response plan is included in the appendices, and accomplishes the following:

- Appendix B: District Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS.
 - Provides emergency contact information for district staff in Appendix B.1: District Staff Emergency Contacts – Confidential.
 - Provides emergency contact information for school site staff in Appendix B.2: Campus Staff Emergency Contacts – Confidential.
 - Describes the ICS structure for the district crisis response team in Appendix B.4: CCSD Incident Command System.
 - Defines specific evacuation procedures for the district office and school sites developed with considerations for students with physical disabilities in Appendix B.5: District/Campus Emergency Evacuation Plans.

- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake in Appendix C: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures.

(i) Earthquake and Multi-hazard Emergency Procedure System

CCSD Administrative Regulation 3516.3 describes the district's policies for establishing an earthquake emergency procedure system and defines several key procedures including alignment with SEMS and NIMS, a definition of drop procedures and a list of response activities to occur during and immediately following an earthquake.

(ii) Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

Through **CCSD Board Policy 5144.1 and 5144.2**, the Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes disciplinary guidelines in accordance with state and federal law, Student Due Process, Supervised Suspension Classroom, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

As described in **CCSD Board Policy 4158**: the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(E) Discrimination, Harassment and Bullying Policies

Additional code reference: Education Code 200-262.4

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **CCSD Board Policy 0410**, which states that the Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a 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 Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

CCSD Board Policy 5145.3 states that district programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a 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 Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

CCSD considers bullying a form of harassment and will treat it as such, especially when the bullying is in regards to a student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

As written in **CCSD Board Policy 5145.7**, the Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons

who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the 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

Any student who engages in sexual harassment of anyone 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 through 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.

CCD Board Policy 5131.2 explicitly prohibits bullying by stating that no student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(F) School-wide Dress Code

Additional code reference: Education Code 35183

As described in **CCSD Board Policy 5132**, the Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school

activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

For campus-specific detailed dress code requirements, please refer to the student and parent handbooks that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(G) Procedure for Safe Ingress and Egress to and from School

Through a collection of Board Policies, 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:

- BP 5142: describes a collection of policies and procedures to ensure student safety and details procedures to enhance pedestrian safety. Included in policy language; "To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed."
- AR 3543: provides a framework for school bus transportation safety plans and procedures including, student and parent education, bus evacuation exercises, limitations on school bus operation for foggy conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP 5131.1: defines specific expectations of student conduct while riding a school bus.
- BP 5131.7: prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.
- BP 5112.5: defines the closed-campus designation for all schools within the district.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Evacuation Plans.

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 principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

(H) A Safe and Orderly School Environment Conducive to Learning

As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action”.

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

Safe Physical Climate Goal:		Ensure student safety through improved emergency response procedures.		
Objectives	Action Steps	Resources	Project Lead	Output Measure
Provide working radios in every classroom.	Order new radios. Ensure existing radios are operational.		Dede Fulkerson; Head of Maintenance and Operations	Working radios in every room as of August 2022.
Provide ALICE Training for staff	Coordinate with Sheriff's Department to provide training at a staff meeting.	Tuolumne County Sheriff's Department	Stephen Sweitzer, Principal	Representatives Oliver and Nikofofuk provided ALICE training to staff September 16, 2023.
Hold "Safety Week" in the fall of 2022	Work with staff to organize one week with a new safety activity each day. Drills were discussed during a staff meeting and announced during the morning announcements.	Teachers and Administration	Stephen Sweitzer, Principal	Safety Week held September 26 - 30, 2023.
Create New Safety Drills based on information presented in ALICE training	<ol style="list-style-type: none"> 1. Create new Alarm Response procedure. Discussion held with staff about best way to respond to an all school alarm. 2. Create new "Get Away" drill. Discussion with staff led to new procedures and a drill to practice running away from threats on campus. 3. Coordinate drills with local authorities for expert guidance 	Local Sheriff and Fire Personnel	Stephen Sweitzer, Principal	<ol style="list-style-type: none"> 1. Stop, Look and Listen-developed as safest response to an alarm. Office staff will announce safe action steps after the cause of the alarm is determined. 2. "Get Away" drill held. Students and teachers successfully got away from potential dangers during drill. 3. Sheriff and Fire authorities attended drills and provided expert opinion and guidance.

Safe Social Climate - Resiliency Goal:	Establish healthy relationships amongst students and staff.			
Objectives	Action Steps	Resources	Project Lead	Output Measure
Create Anti-Bullying Club	Support and guide students to work together to hold club meetings and club activities.	Antibullying.gov 2 nd Step Curriculum	Joane Job; School Counselor	Anti-Bullying club meetings held.
Create relationships between older and younger students	<ol style="list-style-type: none"> 1. Coordinate intergrade-level meetings. 2. Coordinate class reading times. 3. Coordinate student leaders to role-model and teach younger students games at recess. 	Leader In Me Curriculum	Curtis Creek Lighthouse Team Teachers Joane Job, Counselor	<ol style="list-style-type: none"> 1. “Buddy Classes” held meetings monthly. Meetings often focused on developing relationships amongst students and Leader In Me habits. 2. Older students partnered with younger students to read together. 3. Older students worked with primary students to teach games and how to play nicely with each other
Encourage staff relationships.	Incorporate relationship building activities into staff meeting agendas	Online relationship building activities. https://www.tinypulse.com/blog/sk-work-icebreaker-games	Stephen Sweitzer; Principal	Team-building activities added to staff meeting agendas

Safe Social Climate - Resiliency Goal:	Establish healthy relationships amongst students and staff.			
Objectives	Action Steps	Resources	Project Lead	Output Measure
Prevent Suicide, Encourage students to look out for each-other	Host suicide awareness assembly.	Cynthia Halman, LCSW LivingWorks ASIST Master Trainer, LivingWorks safeTALK Trainer Lantern of Light, Co-Founder, A Faith-Based Suicide Prevention Ministry	Stephen Sweitzer; Principal	Assembly held 9/9/2023. Students taught about 988 and when to use the number to help themselves or others

(I) School Discipline Rules and Consequences

Additional code references: Education Code 35291 and 35291.5

CCSD Board Policy 5131 identifies district-wide standards for student conduct:

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.

3. Conduct that disrupts the orderly classroom or school environment.
4. Willful defiance of staff's authority.
5. Damage to or theft of property belonging to students, staff, or the district.

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language.
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time.

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs in accordance with Board policy and administrative regulation, and contact with local law enforcement as appropriate.

Students also may be subject to discipline in accordance with law, Board policy, and administrative regulation for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or district property or disrupts the orderly delivery of the educational program.

For campus-specific rules and comprehensive description of conduct and student behavior expectations, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

CCSD Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Additional Board Policies are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation. **CCSD Board Policy 5136**
- Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school. **CCSD Board Policy 5131.7**

(J) Tactical Responses to Criminal Incidents

CCSD places the highest priority on the safety of students, visitors and school personnel. A key part of ensuring this safety is the quick and coordinated response to criminal incidents that may

occur on campus. To effectively and efficiently respond to such incidents, CCD staff will follow these steps:

1. Upon discovery or witness of a criminal incident, all students will immediately notify a staff member or other adult on campus. Adults will immediately notify the front office at the school where the incident occurred.
2. The administrator or administrator designee will initiate one of the following processes:
 - a. If there is an existing or imminent threat to the safety of students, call 911 and the district office, then immediately activate an appropriate emergency response procedure like lockdown or secure school.
 - i. Await the arrival of emergency responders and follow their instructions as they will have incident command during these types of incidents.
 - b. If there is no longer an immediate threat but a criminal incident (or non-violent criminal incident) has recently occurred while students are on campus then contact the Sheriff's Office using the non-emergency dispatch number (209) 533-5815, and request assistance with an in-person response.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Await the arrival of emergency responders and coordinate a unified command to ensure the safety of students and school personnel, property and the environment.
 - c. If the criminal incident occurred while no students were present, such as but not limited to vandalism on the weekend, then notify the Sheriff's Office using the non-emergency dispatch number to request support.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Follow the instructions of the dispatch operator or other law enforcement representative. This could include filing a criminal report by phone or using an online system.

Safety Plan Review, Evaluation and Amendment Procedures

The Curtis Creek School District comprehensive safety plan will be reviewed, evaluated and amended each school year.

Pursuant to Education Code Section 35294.6(a), the Curtis Creek School District adopted this annual comprehensive school safety plan at the regular meeting of the Board of Trustees referenced on the cover page of the plan. An opportunity for public comment was provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Curtis Creek School Office. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in

Appendix A: Safety Planning Process.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under Education Code Section 32281, the California Public Records Act (Government Code 6254 parts *c* and *aa*) and/or prescribed by CCSD Administrative Regulation 1340, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the CCSD Board of Trustees and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site.
- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in GC 6254.3.)
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

As described in Education Code 32281(f)(1), the school district may elect not to disclose those portions of the comprehensive school safety plan that include “tactical responses to criminal incidents.” And according to procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “**For Official Use Only (FOUO)**”, will be reviewed only in a closed session of the CCSD Board of Trustees and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and supplies storage.

Appendix A: Safety Planning Process

Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc)</i>	Date and Time	Referenced Documents <i>(description and location)</i>
<p>Sheriff's Department provided ALICE training to staff. This led to a discussion regarding current safety practices.</p>	9/16/2022	
<p>Safety week outline shared with teachers</p> <p>Each day (Tuesday - Friday) the safety activity will be announced during morning announcements. After announcements, there will be 5-10 minutes for you to discuss the drill with your class and then the drill will begin. Tuesday an alarm will sound. Wednesday, Thursday and Friday directions will come over the intercom.</p> <p>Monday - Student information Day. Review the presentation. Discuss school safety.</p> <p>Tuesday - Alarm Response Stop, look and listen- Are you safe where you are? If so, wait for directions.</p> <p>Wednesday - Lockout (shelter in place) Dangerous animal on campus.</p> <p>Thursday - "Get away" drill Dangerous person on campus. Run to a safe place, away from danger. (Be sure to determine your safe place before the drill—playground structure, the Charlie Barn, specific corner of field, baseball backstop) * Make sure students stay on campus, are not all running to the same spot during the drill and that they run in a safe manner. You can join them and hold up your red and green cards. In a real situation, they would not stop and wait for the teacher.</p> <p>Friday - Earthquake</p>	9/23/2022	

Duck, cover and hold on.		
Alarm Response Drill we had 3 representatives from local fire agencies and one representative from our Sheriff's department. Students were well organized in lines. Good sense of control shown as students walked out. Teachers used "back doors" as they headed away from the danger. 3 recess bells is another indicator of "all clear" When the alarm sounds, while waiting for directions, teachers/adults should lock doors and look out windows. Then when given directions, continue to be alert to surroundings. Office admin. (Cindy) will silence the alarm when giving announcements so all can hear better. All staff will use channel 4 during emergencies. Teachers use channel 4 for emergency communication only. All staff should be notified about drills and personnel that may be here to support us While there are areas to improve for next time, the most important piece of this drill was successful. Teachers were able to safely lead their classes to a safe location.	9/27/2022 8:30 AM	
"Get Away" drill held. Teachers directed students to practice getting away quickly from danger. Students and teachers practiced running safely away from classrooms. Admin. Team discussed how quickly students and teachers were able to get away.	9/29/2022	
Curtis Creek School News Good morning Curtis Creek families. We wanted to make you aware of the presence of the Sheriff's department on campus this morning. We were alerted to a concern this morning and out of an abundance of caution we contacted the Sheriff's department. All students and staff are safe and the concern has been resolved.	10/9/2022	<i>Message saved to publish to community any time law enforcement is involved on campus.</i>

Participated in the CA Great Shakeout. Earthquake procedures were announced over the intercom and followed in classes.	10/20/2022	
Alarm response drill scheduled for 11/18. This drill will be when students are outside. Teachers will be reviewing procedures with students this week.	11/14/2022	
Alarm response drill held during recess (6-8). Junior high students stopped briefly and then started playing again. 4 th and 5 th grade students ran out of the cafeteria. Primary students in class responded appropriately. This drill will need to be done again.	11/18/2022	
County architect/engineer visited campus to create a quote for an improved campus PA system.	12/16/2022	
Safety Needs for classrooms memo sent to teachers. This request allowed teachers to share any needs they have for their classrooms.	1/17/2022	
Instructional Assistants are receiving Pro-Act Training to help with conflict resolution and safe restraint when needed.	Beginning January 2023	
Discussion held in staff meeting about alarm response drill. The next drill will occur during recess. Teachers will work with student to reinforce the “Stop, look and listen” procedures.	1/25/2023	
Alarm Response Drill held during primary lunchtime. Cafeteria and classrooms all responded well to the stop, look and listen directions. This drill showed good improvement from the last time. During the last alarm response drill students left the cafeteria in masse. Also students at recess started playing after waiting for a couple of minutes. Improved communication and discussion may have helped lead to a more successful drill.	2/1/2023	

Meeting held with the head of maintenance and operations to discuss off-site evacuation plans. If a need to evacuate off-site arises, students and staff will organize in the lower traffic circle and load buses. Buses will drop students and teachers off at Sierra Bible Church.	2/3/2023	
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Appendix B: District Crisis Response Plans

The following sections provide key information for crisis response for CCSD. While this information represents the basic tools needed for an effective crisis response CCSD will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone crisis response plan will be referenced in Comprehensive District Safety Plan as it is developed.

***Appendix B.1: District and Campus Staff Emergency Contacts –
Confidential***

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Appendix B.2: Crisis Response/Community Emergency Contacts

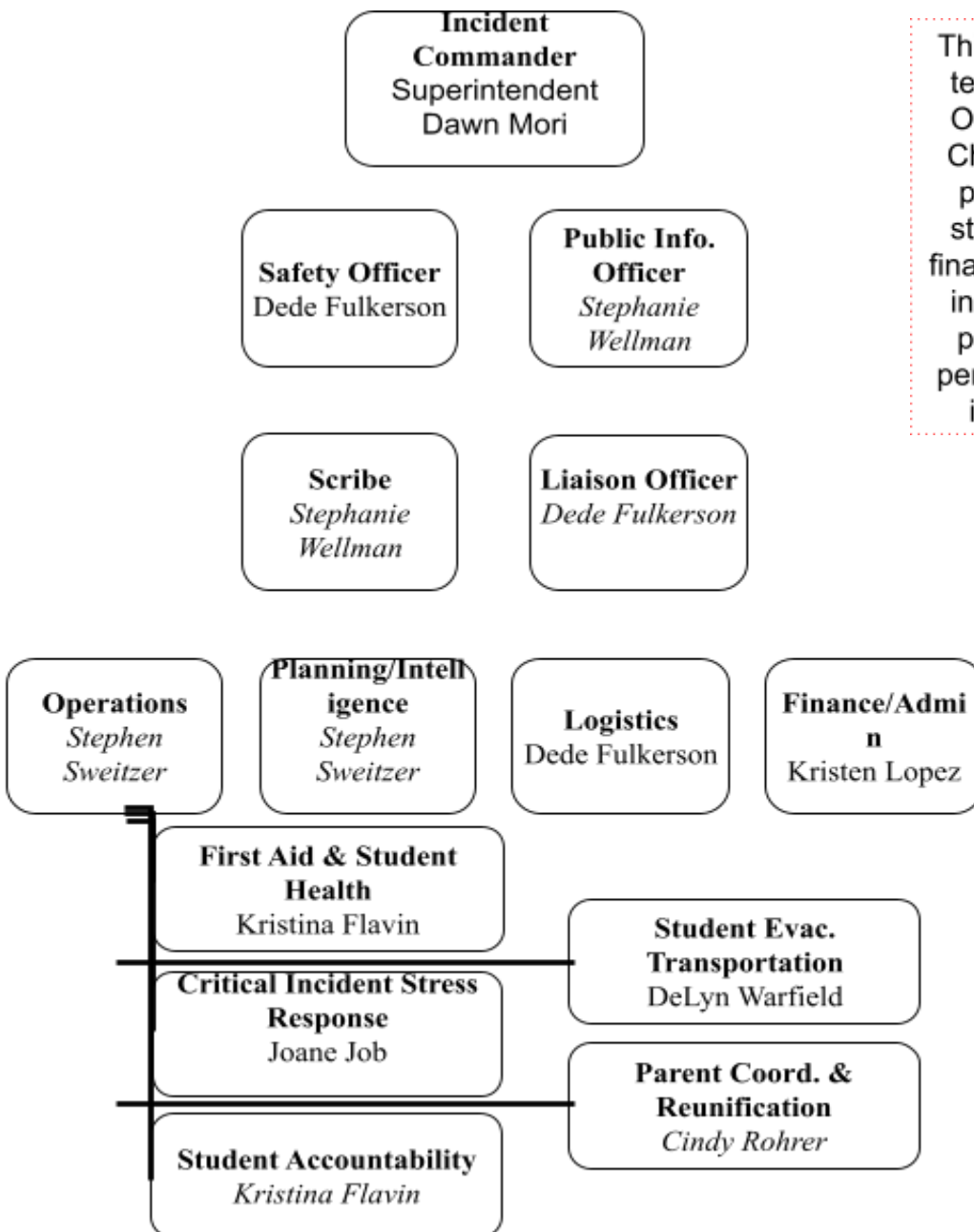
For all emergencies call 911!

Public Health and Safety

Vendor	Number	Purpose/Subject
County Sheriff	Emergency - 911	
	(209) 533-5815	Non-emergency
County Fire	Emergency - 911	
	(209) 533-5118	Non-emergency, main office
Sonora Fire Department	(209) 532-7432	Non-emergency
CHP, Sonora	(209) 984-3944	Non-emergency
County Animal Control	(209) 694-2730	Animal-related issues
American Red Cross	(209) 591-5003	Sonora Office
	(209) 523-6451	Modesto Office
Child Welfare Services	(209) 533-5717	Regular hours reports
Air Pollution Control Dist.	(209) 533-5691	Info on air quality

Public Utilities

Vendor	Number	Purpose/Subject
PG&E (natural gas)	1(800) 743-5000	Gas leaks
Turlock Irrigation District	(209) 883-8301	Electrical Emergencies
	(209) 532-5536 <i>business</i>	Irrigation water, canals, etc.
County Public Works	(209) 533-5601	Regular hours only



This serves as a temporary ICS Organizational Chart, showing positions and staff only. The final version to be included in the plan will have personal contact information.

Appendix B.4: CCSD Incident Command System

Standardized Emergency Management System/ Incident Command System Overview

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency.

ICS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Appendix B.5: District/Campus Emergency Evacuation Plans

On-Site Evacuation Location Map

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Appendix C: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Appendix D: Types of Emergencies & General Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to ***call 911***. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radio active materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or

designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the CCSD counselor. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.