

Comprehensive School Safety Plan

**2025-2026
School Year**

School: Junction City Elementary School
CDS Code: 53 71738 6053771
District: Junction City Elementary School District
Address: 430 Red Hill Rd.
Junction City, CA 96048
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- with Law Enforcement
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Approved by:

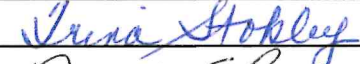

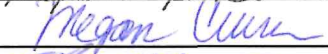

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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 are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Junction City School.

Safety Plan Vision

AFFILIATION AND BONDING

The school administration desires to provide a safe and orderly environment for all employees and students. When violence is directed at an employee or student, the district takes steps to ensure that all appropriate legal measures are instituted to protect that person. Verbal abuse is never tolerated and anyone participating in the misconduct will be disciplined according to school procedures and policy.

School staff work hard to build relationships and to convey a feeling of fairness to students in order to enable them to feel safe in reporting any possible danger on campus including, but not limited to, weapons or threats against themselves, other students or staff members.

BEHAVIORAL EXPECTATIONS

Behavioral expectations will be clearly stated and modeled by staff members. All staff should send positive messages to students by modeling high moral standards and showing no favoritism.

ACADEMIC EXPECTATIONS

The Junction City School has adopted California State Standards so that academic expectations are clear and positive. All instructional staff members necessitate the efficient use of class time so that student learning can be maximized.

SUPPORT AND RECOGNITION

Junction City School staff and students will be given appropriate recognition for constructive and positive behavior frequently and publicly (when appropriate). By giving positive feedback, the administration shall show students and staff the appreciation needed to reinforce those feelings and behaviors.

REVISIONS:

SSC Approved 2-21-11, 11-13-13, 1-12-15, 2-10-20, 2-8-21, 2-8-22, 1-9-23, 1-22-24, 1-27-25, 2-9-26

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Components of the Comprehensive School Safety Plan (EC 32281)

Junction City Elementary School Safety Committee

Our safety committee consists of the Superintendent, Plant Manager, Custodian, and School Site Council/LCAP Advisory Committee, which is made of staff members, students, and parents.

Assessment of School Safety

The district's comprehensive safety plan shall be regularly reviewed and updated in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Recent research has indicated that comprehensive safe school planning can be instrumental in producing a safe school environment. The four basic principles:

1. Safe schools are caring schools. Students in safe schools feel respected and know that the people in that learning community care about their individual needs and expect them to succeed. The student's cultural heritage is respected, and there is tolerance for racial, language, physical, and ethnic differences in the school. Similarly, staff members in a safe school perceive that they are safe and that their ideas about school improvement are valued. Safe schools welcome parents and community members who share their ideas, talents, and resources in improving the school environment and make the school a valued part of the community.
2. Safe schools are built through the cooperative efforts of parents, students, teachers, classified staff, law enforcement representatives and community members.
3. Safe schools communicate high standards. Students and staff know that learning and achievement are encouraged and highly valued and that positive social behaviors are expected. They know that the achievement of each individual is valued regardless of innate academic or physical talents. The consequences for violating the rules and standards are equally clear.
4. Safe schools stress prevention, and the staff and students are prepared. Ongoing training opportunities allow students and staff to increase their ability to deal with conflict, anger, and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism. They also institute ongoing programs to prevent gang activity; drug, tobacco, and alcohol abuse; and other negative behaviors. Finally, because it is impossible to prevent all problems, safe schools have crisis response plans in place to deal with unforeseen emergencies.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

The District maintains procedures to ensure appropriate adult supervision, professional boundaries, and early identification of behaviors that may indicate abuse, neglect, or grooming, in compliance with EC 32282(a)(2)(A) and SB 848.

The Governing Board has directed the employees of the district to report known or suspected incidences of child abuse in accordance with state law and district regulations. District employees have been instructed to cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

This policy and regulation apply to all certificated employees of the district and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law. (Penal Code 11165.7 and 11165.8)

The superintendent/principal has been instructed to develop and implement regulations for identifying and reporting child abuse.

The superintendent/principal has been instructed to provide training in child abuse identification and reporting for all school personnel including teachers, instructional assistants, and all other classified staff. (Penal Code 11165.7)

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Governing Board is fully committed to preventing violence and crime on school grounds.

The superintendent/principal and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

In order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The superintendent/principal has been instructed to develop and maintain a disaster preparedness plan, which details provisions for handling all foreseeable emergencies and disasters.

District and site plans shall address at least the following situations:

1. Fire on and off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threats
4. Attack or disturbance by individuals or groups

The Superintendent/Principal should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis.

Items to be included in the disaster preparedness plan include the following: (Policy Reference BP/AR 3516)

1. Fire drills and fires, Policy Reference 3516.1
2. Bomb threats
3. Earthquake emergency
4. School safety and security
5. Visitors on campus BP/AR 1250
6. Weapons and dangerous instruments BP/AR 5131.7
7. Search and seizure BP/AR 5145.12

STANDARD RESPONSE PROTOCOL

Junction City School will use the Standard Response Protocol (SRP) as a uniform response to an incident at school. SRP will be used by all Trinity County schools and law enforcement in order to have the most efficient and effective response to a crisis situation. SRP is based on directives of actions applied to all scenarios and will demand specific vocabulary when communicating with all staff, students, and first responders.

The actions and vocabulary are:

- HOLD: "Hold in your room or area. Clear the walkways and Middle Room. Stay with your adult."
- SECURE: "Get inside. Lock outside doors."
- LOCKDOWN: "Locks, lights, out of sight."
- EVACUATE: "Evacuate to(a specific location)."

- SHELTER: "Shelter for a(hazard) using(safety strategy)."

Adaptations for Students with Disabilities

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES

Disaster Procedure for IDEA pupils (20 U.S.C 1412 (a) (16))

Education code § 32821 requires schools to develop safety plans. Education Code 32822 (a) tells schools what to have in a "comprehensive school safety plan." As part of that requirement subsection (B(i)) requires "Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

In an effort to ensure that all students with disabilities are provided the support needed in an emergency, the site-level Incident Command System (ICS) team should maintain a confidential roster of students with special needs.

This document should only be accessible to authorized personnel in order to maintain confidentiality. Store this list with the administrative emergency documents (release cards, student spreadsheet, etc.)

The list should include the student's:

- Teachers
- Classrooms
- Daily schedules
- Potential needs during an emergency
- Relevant strategies that have enabled the student to participate successfully in general school activities
- Information about transportation/relocation needs (i.e. harness, seatbelt, helmet, etc.)

School personnel shall familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory disabilities.

Evacuation

- Ensure all evacuation routes (on campus) are navigable by students who use a wheelchair, walker, cane or have limited mobility/visual impairments.

Evacuation Assistance

- Stay calm
- Explain what is happening and what students/staff need to do even if you think they do not understand
- Know the students, their needs and fragilities
- Pre-identify and train rescuers (and back-ups for each rescuer) for every student needing assistance
- Evacuate necessary equipment with students and keep it ready to go by the door
- Rescuers and students must practice and participate fully in all emergency drills (Mobility Disabilities Evacuation) Demonstrate to staff how to evacuate wheelchairs.

There are a few different evacuation assistance methods. Evaluate which will work best for your individual students.

DEVICES can be used to assist multiple students.

Two-Person Swing Carry (also known as chair carry)

- One rescuer on each side of student
- Press in close to student when carrying for extra support
- One rescuer takes student's wheelchair/walker down the stairs
- Avoid putting pressure on student's arms, legs, or chest

Two-Person Rescue Seat Carry (using Rescue Seat pad)

- One rescuer on each side of student
- Rescue seat can be placed on empty chair and student transferred into it or
- Rescue seat can be slipped under student while in wheelchair
- One rescuer takes student's wheelchair/walker down the stairs

Two-Person Evac+ Chair (using Evac Chair device)

- Two rescuers needed to transfer student, and one to hold evac chair in place
- Fasten straps around student before transport
- Tip chair forward to disengage wheels
- Chair glides on skids down the stairs
- One rescuer takes student's wheelchair/walker down the stairs

Blind/Low Vision Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps students gain familiarity with evacuation route
- Communicate hazards as you guide
- Consider tactile strips along evacuation route
- Account for unaccompanied students immediately in emergency

Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up.
- Account for unaccompanied students immediately in emergency

Cognitive Disability Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue (students wear fire hats when hear fire alarm, etc.)
- Account for unaccompanied students immediately in an emergency
- May need more supervision

Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine

- Find quiet location in assembly area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.

Medically Fragile/Special Healthcare Needs Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to a generator
- Backpacks are recommended for carrying supplies to keep hands free
- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

Earthquake

Does the student have a physical disability that makes getting under a desk difficult?

Lock/Cover/Hold on instead of Drop/Cover Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels
- Cover head and eyes to best of ability
- Rescuers need to drop, cover, and hold on, too

Assisted Toileting

- Create an accessible latrine stall

-commercially available or build with materials on-hand (unused walker)

-extra-large stall for maneuverability (two privacy screens)

- Table with straps and privacy
- Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in bin

Students Who Have Medical Procedures during the School Day

- Designate area for the medical protocol station
- Privacy screen
- Table with straps
- Equipment necessary for medical protocols

Medication

Do you have extra doses of prescription non-expired medications on-site and available (e.g. EpiPen, Diastat, Insulin)? Do you know what significant medications are taken by students during non-school hours?

- Have a plan for enhanced student care without medication
- Protect the privacy of medical information

Transportation/Relocation

- Know what type and number of specialized buses you may need for transportation
- Talk with families about their plans to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer time.
- Be prepared to provide transportation/relocation equipment as needed (i.e. harness, seatbelt, helmet, etc.)

In All Emergencies, After an Evacuation has Been Ordered:

Institute a "roll call" system into their emergency preparedness plan as a means of accounting for all staff once they have reached a safe location or assembly point.

Include specific list of students with all-student attendance role with suggested accommodations. These persons may not be able to hear, physically comply with or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities during and after an active shooter event. Individuals need to know that, once they have reached a safe location, they must remain in that area with law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Public Agency Use of School Buildings for Emergency Shelters

The Governing Board has designated the superintendent authorization to work with local agencies, such as the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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 the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent or principal any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

Policy Reference: BP/AR 5144.1

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Board desires to provide a safe and secure work place for its employees. Employees have been instructed that they may use reasonable force when necessary in order to protect themselves from attack, or to protect another person or property, or to quell a disturbance.

The superintendent/principal has been instructed to inform the teacher of any student in his/her class who has engaged in or is reasonably suspected of engaging in a dangerous act.

When informed by the court that a minor student has committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in penal Code 290, assault or battery, larceny, vandalism or graffiti, the superintendent or principal shall so inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Policy Reference: BP/AR 4158

(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board of the district shall not tolerate any behavior by school staff members which constitutes sexual harassment of a student.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:
(Education code 121.5)

For purposes of suspension and expulsion, the conduct constitutes harassment when, considered from the perspective of a reasonable person of the same gender of the victim, to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. (Education Code 48900.2)

The superintendent/principal has been instructed to develop guidelines for the identification of sexual harassment and the investigation of complaints involving sexual harassment.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Education Code 35183 authorizes the Board to approve a site-initiated plan that prohibits the school's students from wearing gang-related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board approving the school plan must determine that the policy is necessary for the health and safety of students. In *Marvin H. Jeglin et al v. San Jacinto Unified School District et al*, 827 F. Supp. 1459 (C.D. Cal. 1993), a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with school activity. Education code 35294.1 specifies that for the purpose of establishing a school wide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education code 48950.

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.

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. 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.

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 which would interfere with the educational process.

Policy Reference: BP/AR 5132

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (32282(a)(1)(B))

The District ensures compliance with federal disability laws by maintaining procedures to provide reasonable accommodations and continues access to services for students with disabilities during emergencies, consistent with ADA, Section 504, and IDEA.
Policy Reference BP/AR 6159.

Under the California Tort Claims Act (Government Code 8 10-996.6), school districts are liable for their employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. Within the scope of their employment, school staff are held to that degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." (Daily v. Los Angeles Unified School District (1970) 2 Cal 3d 741, 747)

The principal has been instructed to ensure that certificated employees or paraprofessionals supervise the conduct and safety, and direct the play, of students of the school.

The principal has been instructed to ensure that certificated employees or paraprofessional supervise the conduct and safety, and direct the play, of students of the school who are on school grounds before and after school, during recess, and during other intermissions.

Teachers have been instructed to be present at the school not less than 30 minutes before the time that school starts. The principal, in cooperation with the teaching staff, shall provide for the supervision and safety of students on campus prior to the opening of the classrooms.

The superintendent or principal shall ensure that teachers, paraprofessionals and volunteers who supervise students receive instruction in the above safety practices and in supervisory techniques which will help them to forestall problems and resolve conflicts.

The governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance and reduce tardiness. The extent to which the district provides for transportation services shall depend upon student and community needs and a continuing assessment of financial resources.

The superintendent/principal shall recommend to the Board the most economical and appropriate means of providing transportation services.

The superintendent/principal shall develop procedures to promote safety for students traveling in school activity vans.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Characteristics of Students and Staff

Element:

LCAP Goal 2: Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.

Opportunity for Improvement:

Students will continue to benefit from established systems of support.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>ETHNIC/CULTURAL DIVERSITY</p> <p>The school will maintain the following:</p> <p>1) All backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities.</p> <p>2) District programs and activities are free from discrimination with respect to sex, race, color, religion, national origin, or ethnic group.</p> <p>3) All staff are highly sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces.</p>	<p>Curriculum and activities are created to help students realize the value of individual ethnic and cultural differences.</p>	<p>Teacher created</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>LIFE EXPERIENCES OF STUDENTS AND STAFF</p> <p>The school will maintain social service support systems which are coordinated with the school to provide needed services.</p>	<p>Continue to coordinate social service support systems through the school by providing needed services (e.g. food, clothing, shelter, protective services, parenting classes, support groups) either by using in place school programs such as Second Step, Life Skills, Club Live, ASES, school counselors and nurses or by referral to outside support systems such as the local health department, Child Protective Services and the Human Response Network.</p> <p>To address issues relevant to the student body, Junction City School employs the expertise of support services such as Human Response Network, Planned Parenthood, Behavioral Health, and the Trinity County Tobacco Education Department to hold classes during school to address such issues as violence, gangs, drugs and family structures. The school also utilizes known artists and other people in the community that have a unique and/or special talent that they can share with the students to enrich their education.</p>	<p>Community organizations and local support networks</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
STAFF EXPERTISE The school will maintain staff receiving ongoing in-service training to meet the changing needs of the student body.	Possible training offered could include conflict resolution, anger management, cultural awareness, ADHD, students with disabilities, students with severe emotional/behavior problems, alcohol, and other drug use prevention, and child abuse reporting requirements	Trinity COE Regional PD Offerings	Principal or designee	Annual parent, student, staff surveys
PHYSICAL HEALTH CONCERNS The school will continue to have instructional programs in place which are geared specifically to nutrition, alcohol, tobacco and drug abuse prevention, and AIDS and other communicable diseases.	Continue to utilize the services offered by Trinity County Public Health, Human Response Network and Planned Parenthood for prevention and intervention programs for students and their families. Continue to coordinate with the Trinity County Office of Education to ensure that severely emotionally disturbed (SED) students and others who have physical disabilities or difficulty adjusting to the student environment receive appropriate educational services. These programs/services include counseling for both the students and families, Individualized Education Programs (IEP), Resource Specialists, and trained paraprofessionals when needed. Alternative placement in a nonpublic nonsectarian school or agency is available after all other possibilities have been exhausted.	Community organizations and local support networks Trinity COE	Principal or designee	Annual parent, student, staff surveys

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>IMMIGRANT STUDENT & FAMILY SUPPORT IMMIGRATION ENFORCEMENT NOTIFICATION</p> <p>The school maintains written procedures to support immigrant students and families and to provide timely notifications to parents, staff, and administration when immigration enforcement activity is confirmed, in compliance with SB 98 and ED 234.7. Policy Reference BP/AR 5145.13</p>	Continue to coordinate with TCOE, local and state law enforcement.	SB 98 EC 234.7 BP/AR 5145.13	Principal or designee	Law enforcement log

Component:

The School's Physical Environment

Element:

LCAP Goal 2: Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.

Opportunity for Improvement:

Students will continue to benefit from established systems of support.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>SCHOOL LOCATION</p> <p>We will continue to consider the location of our school to ensure the safety of our students, staff, and school community.</p>	<p>Keep the area around our school campus clear of debris and hazards.</p> <p>Keep evacuation plan up to date and train staff on the evacuation plan.</p> <p>Work with local agencies, such as the Sheriff's Department and Probation Department to obtain information about possible threats.</p> <p>Continue to participate in the Safe Schools Collaborative.</p>	<p>Evacuation Plan</p> <p>Safe School Plan</p> <p>Law enforcement agencies</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p> <p>Maintenance Logs, FIT Report</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>SCHOOL GROUNDS</p> <p>We will keep our school campus clean, welcoming, and safe for our students, staff, and school community.</p> <p>The school is committed to keeping the school safe from intruders and requires all visitors to register in the office upon coming on campus.</p> <p>Junction City School places a high priority on safety and on the prevention of student injury.</p>	<p>Maintain a clean and well-maintained campus campus.</p> <p>Maintain a closed campus during school hours. Parents and visitors must check in at the office upon arrival if they intend to enter campus.</p> <p>Students must remain on campus until picked up by a parent or designee and must be signed out of ASES.</p> <p>All staff members are trained on what action to take if they observe a stranger on campus and when and how to get help from law enforcement authorities when necessary.</p> <p>The school campus, except for designated parking areas, is surrounded by a chain link fence with locked gates. Vehicles do not have access to school grounds.</p> <p>Staff ensures that certificated and classified employees are constantly supervising the conduct and safety of students who are on school grounds before and after school, during recess, and during other intermissions.</p> <p>When physical conditions exist that could lead to accidental harm (damaged playground equipment, fences, lights, or broken glass) the maintenance person is contacted to correct the damage immediately.</p>	<p>District policies, ASES Program policies</p> <p>Weekly and monthly maintenance/safety checks</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p> <p>Custodial Logs, Maintenance Logs, FIT Report, SARC</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>SCHOOL BUILDINGS AND CLASSROOMS</p> <p>We will keep our school buildings and classrooms clean, welcoming, and safe for our students, staff, and school community.</p>	<p>Maintain clean and well-maintained buildings and classrooms.</p> <p>Monthly Emergency Drills</p> <p>Bi-Annual Fire System Inspections</p> <p>Upgrade security cameras.</p>	<p>Daily Custodial Logs</p> <p>Weekly and monthly maintenance/safety checks</p>	Principal or designee	<p>Annual parent, student, staff surveys</p> <p>Custodial Logs, Maintenance Logs, FIT Report, Emergency Drill Logs, SARC</p>
<p>INTERNAL SECURITY PROCEDURES</p> <p>We will practice loss prevention activities and procedures to ensure that the internal security of our school remains intact.</p>	<p>Maintain crime reporting logs.</p> <p>All assets are tagged with inventory tags and recorded in the fixed asset inventory with all identification information (description, serial number, date of acquisition, current location). All valuables and equipment are stored in secure locations within the school to prevent theft. At the end of each year a physical inventory is taken to ensure that all valuables are on campus.</p> <p>School crime is consistently recorded by the Superintendent in compliance with state law. All crime data is compiled and this information is submitted regularly to the State Department of Education. Copies of any crime reports are always available to the public upon request.</p>	<p>District policies and procedures</p> <p>Annual external audit</p>	Principal or designee	<p>SARC, Crime reporting logs</p> <p>Audit Report</p>

Component:

The School's Social Environment

Element:

LCAP Goal 2: Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.

Opportunity for Improvement:

Students will continue to benefit from established systems of support.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>LEADERSHIP</p> <p>The principal/superintendent provides strong leadership and vision for school achievement, establishes positive style and tone, and sets direction for the school.</p>	<p>Shared decision-making among all educational partners will continue to be encouraged.</p> <p>Staff, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring and evaluating plans which respond to the school's unique needs and which also coincide with district goals.</p>	<p>SSC/LCAP Advisory Committee</p> <p>District policies and procedures</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p>

<p>SCHOOL SITE MANAGEMENT</p> <p>Junction City School believes that shared decision making at the site level can be the key to ensuring a safe and supportive school climate.</p>	<p>Staff, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring and evaluating plans which respond to the school's unique needs and which also coincide with district goals.</p> <p>The SSC/LCAP Parent Committee participates in setting goals and has input in budgeting financial resources to reach those goals. Community members are always encouraged to provide input that would improve any aspect of the school.</p> <p>Junction City School, in conjunction with the Trinity County Office of Education, provides services such as counseling, health evaluation, and referrals to help meet the needs of students and families.</p>	<p>SSC/LCAP Advisory Committee</p> <p>District policies and procedures</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p>
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<p>CLASSROOM ORGANIZATION AND STRUCTURE</p> <p>Junction City School believes that a quality education can only happen in an orderly learning environment that provides an opportunity for each student to develop the concept of self-worth, self-discipline, and a positive attitude towards responsible citizenship.</p>	<p>School curriculum focuses not only on the mastery of basic skills, but also fosters an awareness and understanding of our country's history, ideals, diverse ethnic, racial, and cultural heritage while developing student capability for emotional development, anger management, choices, refusal skills, social expectations, career decisions, goal setting, and effective communication and relationships.</p> <p>Learning styles of students are constantly assessed and appropriate instructional strategies employed to accommodate varying styles. Student assessment is used to help students, parents and teachers to identify each student's academic strengths and progress as well as areas needing improvement in order to enhance teaching and learning.</p> <p>Classroom interruptions are discouraged and kept at a minimum.</p> <p>Curriculum is developed in a way that encourages students to work together through cooperative learning techniques.</p> <p>Staff members ensure that students are not permitted to victimize more vulnerable students.</p>	<p>District policies and procedures</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p>
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<p>DISCIPLINE AND CONSEQUENCES</p> <p>Junction City School believes that all students should be treated respectfully and fairly, and that consequences should be designed to encourage positive behavior.</p>	<p>Disciplinary policies and consequences have been developed jointly by the administrator, school staff, and the Governing Board. These policies were developed under the belief that positive conflict resolution techniques should be used to avoid unnecessary confrontations and when misconduct occurs, that the staff shall make every effort to identify and correct the cause of the student's misbehavior rather than focus solely on the symptoms of the problem.</p> <p>All staff members are trained by administration to understand behavioral expectations and what action to take when student misconduct occurs so that they may respond fairly and consistently.</p> <p>There are existing policies in place regarding behavioral discipline and academic expectations to ensure that staff members follow consistent procedures.</p> <p>When criminal behavior on school campus occurs, the administrator notifies the appropriate county law enforcement authority if necessary. The school policy "Suspension and Expulsion/Due Process" clearly defines when and how to notify law enforcement authorities.</p>	<p>District policies and procedures</p> <p>Junction City School Student Handbook</p>	<p>Principal or designee</p>	<p>Annual parent, student, staff surveys</p>
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PARTICIPATION AND INVOLVEMENT	Parents and community members are encouraged to participate on the SSC/LCAP Parent Committee.	SSC/LCAP Parent Committee	Principal or designee	Annual parent, student, staff surveys
Junction City School encourages parent participation and community involvement.	<p>Parents and community members are encouraged to help in the development of all aspects of school improvement, from curriculum to school beautification.</p> <p>The administrator and school staff keep parents well informed about school expectations and encourage parents to serve as volunteers in the school.</p> <p>Continue to maintain a constant level of communication through all-call texts, newsletters, the marquee sign, notices and verbal communication.</p>	District policies and procedures		

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Junction City Elementary School Student Conduct Code

The Governing Board 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, going or coming from school, or at school activities.

The superintendent or designee shall ensure that Junction City School develops standards of conduct and discipline consistent with board policies and administrative regulations. Students and parents shall be notified of district and school rules related to conduct.

Conduct Code Procedures

The Governing Board 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 the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent/principal any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

(K) Hate Crime Reporting Procedures and Policies

Hate crimes are not tolerated at Junction City School. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation. In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(J) Procedures to Prepare for Active Shooters

The District conducts active threat and emergency drills in a manner that is age-appropriate, trauma-informed, and excludes violent simulations, in compliance with AB 1858 and EC 32282(a)(2)(K).

Policy Reference BP/AR 3516, BP/AR 3516.5.

In order to prepare for an Active Shooter, the following procedures will be followed:

- Students will not participate in active shooter drills.
- Active shooter drills may be scheduled as part of active shooter training for staff.
- We will notify all parents, guardians, and community members in advance that a drill will be taking place and of the expected length of the drill.
- We will notify all teachers, administrators, and school personnel who are subject to the drills in advance that the drill will be taking place and of the expected length of the drill.
- We will provide resources such as contact information for school and community-based resources, including local organizations focused on reducing gun violence and mental health counseling, to parents and guardians, students, and staff.

Staff members have been trained to utilize ALICE protocols, according to the Active Shooter Policy, in response to any violent critical incident, otherwise referred to as "A Violent Intruder Event." ALICE is a proactive, options-based plan for civilian response that empowers individuals to utilize human action, building infrastructure and communication options to increase their chance of survival. ?

Staff members are able to utilize any or all of the 3 options below during a violent intruder event.

- Evacuation
- Enhanced Lockdown
- Counter??

Violent Intruder Event Response/Options

Staff members are trained to recognize an ALERT and immediately determine a course of action. Alerts can include sensory inputs like gunshots, screaming, loud noises, text messages or other types of emergency notifications. When safe to do so, all staff have been advised of how to make a loudspeaker announcement of any intruder event (active shooter or active intruder).

Staff have been advised, when announcing an event, to speak in plain language - no code words - and provide as many details as you know (what, where, who, how, what direction). The details provided will help other staff members gauge what would be an appropriate action for them based on where they are in relation to the intruder.

Each individual staff member will determine their best course of action during a violent intruder event.

The first and best option (whenever safely possible) is always to evacuate. If evacuation is chosen, the staff member should not stop to collect belongings, but should leave the building quickly and quietly. When the situation has been secured, return to the Assembly Area. See the

Evacuation/Assembly plan for directions

When safe evacuation is not possible, the next best option to consider would be an enhanced lockdown. Enhanced lockdown includes shutting and locking the doors and windows of the room, creating a barricade against the door(s) with all available items such as desks, chairs, tables etc. Tying door(s) and handles with belts or cords is recommended. Be as quiet as possible and turn down any electronic devices so they don't inadvertently attract the intruder to your room. If there are multiple staff members in the room, everyone should spread out and arm themselves with countermeasures in case the intruder breaches the door barricade.

Countermeasures may include preparing to throw a stapler, a book, etc. at the intruder (see below). Once the door is locked and barricaded, DO NOT OPEN THE DOOR FOR ANYONE. If someone asks for you to unlock the door, you can phone 911 to find out if the person knocking at your door is Law Enforcement – they can relay their position and confirm.

The last choice for a staff member during a violent intruder event is to COUNTER using ALICE protocols. Counter is NOT fighting, it is distracting and interrupting the intruder's ability to aim, hit or inflict harm. Countering could include but is not limited to yelling, running, throwing objects, swarming, and if necessary, disarming the intruder. Counter is DEFENSIVE, not OFFENSIVE.

Whenever safe to do so, each staff member is responsible for informing other individuals in the vicinity of any/all pertinent details (what, where, who, how, what direction), in plain language NOT using any code words. Information sharing can be accommodated through the PAGE ALL button on each of the phones throughout the COE.

When safe to do so, call 911 if you have any information about location and description of the threat. If anyone is injured or wounded inside a room with you, when safe to do so, alert 911 of the nature and severity of injury or injuries and the location. Follow all directives of emergency personnel.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

EXAMPLES OF PROHIBITED CONDUCT

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- **Physical bullying:** An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- **Verbal bullying:** An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- **Social/relational bullying:** An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- **Cyberbullying:** An act such as sending demeaning or hateful text messages or emails,

spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, websites, or fake profiles

MEASURES TO PREVENT BULLYING

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

STAFF DEVELOPMENT

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

INFORMATION AND RESOURCES

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

- The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
- The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- Title IX information included on the district's website pursuant to Education Code

221.61, and a link to the Title IX information included on CDE's website under Education Code 221 .6

- District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
- A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
- A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
- Any additional information the Superintendent or designee deems important for

preventing bullying and harassment

STUDENT INSTRUCTION

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs, customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

REPORTING AND FILING 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.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

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 such 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 compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employees so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

DISCIPLINE/ CORRECTIVE ACTIONS

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.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

SUPPORT SERVICES

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include but are not limited

to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Sudden Cardiac Arrest & Medical Emergencies

The District maintains written medical emergency response procedures, including protocols for sudden cardiac arrest, AED access, staff training, and coordination with emergency medical services, in compliance with AB 2887 and applicable Education Code requirements.

Legal reference: BP/AR 5141.21

All teachers, paraprofessionals, ASES staff, cafe staff, office staff, and coaches are required to be certified in CPR/AED/First Aid.

AED is located in the school office.

CPR/AED Protocol:

Step 1: Identify Type of Emergency: Immediately assess the individual for signs of a life-threatening condition, specifically checking for symptoms of Sudden Cardiac Arrest (SCA), such as sudden collapse, unresponsiveness, or abnormal breathing/gasping.

Step 2: Determine Level of Emergency: Classify the situation as a "Critical Medical Emergency" if the individual is unconscious or exhibiting signs of cardiac/respiratory distress, triggering the immediate deployment of the campus Automated External Defibrillator (AED) and specialized response team.

Step 3: Immediate Response Action Needed: Activate the emergency chain of survival by calling 911, initiating high-quality CPR, and applying the AED as soon as it is available. Authorized, CPR-certified staff should manage the scene until local Emergency Medical Services (EMS) arrive.

Step 4: Communicate Appropriate Response Action: Alert school administration and the health office via designated internal intercom channels to clear hallways for EMS access, followed by timely parent/guardian notification and post-incident documentation as per LEA policy.

Opioid Prevention and Life-Saving Response Procedures

The District maintains procedures for recognizing and responding to opioid overdoses, including naloxone availability and emergency response protocols, in compliance with SB 10 and applicable health and safety requirements.

Policy Reference BP/AR 3516, BP/AR 5141.21.

The District provides naloxone hydrochloride, commonly known as Narcan, to school nurse and trained personnel who have volunteered and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

The County Office of Education school nurse shall obtain from an authorizing physician and surgeon a standing order specifying the quantity of naloxone hydrochloride or another opioid antagonist to be furnished.

Pursuant to California Education Code 49414.3, the district will utilize naloxone hydrochloride or another opioid antagonist for emergency aid and shall distribute a notice at least once per school year to all staff that contains a description of the training that the volunteer will receive.

Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of naloxone hydrochloride or another opioid

antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Opioid overdose Protocol:

For known/suspected opioid overdose or signs of life-threatening emergency, such as:

- LUNGS: Slow, shallow, erratic or no breathing, snoring, or choking with gurgling rattle
- PULSE: Slow, erratic, or not present
- MENTAL STATUS: Unconscious, minimally responsive, limp body, unresponsive to painful stimuli
- SKIN: Pale, blue, gray or ashen color, clammy face, blue or purple lips or nail beds

Steps to take:

1. Determine if the person is conscious or unresponsive-shake, shout, perform sternal rub
2. Activate school emergency response and call/ask someone to call 911. State the person is not breathing
3. Provide CPR/Rescue Breaths/AED for an unresponsive victim
4. Administer opioid antagonist per manufacturer's instructions
5. If breathing, roll person on their side and monitor breathing/pulse until EMS arrive
6. If no response in 2–3 minutes, place person on back and give a second dose of intranasal naloxone.
7. Monitor and support the patient until EMS arrives and assumes care of the patient.
8. Notify parent/guardian and school nurse.
9. Report administration of naloxone as indicated in school policy.
10. Debrief at site level following event.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Dangerous, Violent, or Unlawful Activity

The District maintains threat assessment and response procedures to identify, assess, and respond to dangerous, violent, or unlawful activity occurring on school property, at school events, or on school transportation, in compliance with SB 671. Policy Reference BP/AR 3515, BP/AR 3515.5

The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders.

To reduce the risk of an incident of targeted violence on our campus through the formalization of a comprehensive protocol for the Junction City Elementary School District that helps identify individuals whose behavior causes concern and facilitates communication of those concerns to the involved parties. Once identified and communicated, the involved parties will collaborate to conduct a threat assessment and refer the individual to appropriate services.

Our response includes the following prevention, mitigation, response, and recovery strategies in our Comprehensive School Safety Plan.

PREVENTION STRATEGIES

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Junction City Elementary School District, and law enforcement representatives.

2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the school emergency contact application, which consists of three major interfaces:

- After-hours emergency contacts for each school within the district, as well as the district itself. These contacts should only be used in the event of an emergency when school is not in session.
- Law enforcement agencies and other emergency personnel (i.e., PERT) emergency contact information during critical after-hours, weekends, and holidays.
- Individual school users enable schools to provide law enforcement the ability to contact individual school officials during critical after-hour emergency situations.

3. Adopt an anonymous student reporting system and application and implement the following steps:

- Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
- Install the anonymous reporting app on all school-issued devices.
- Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.

4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:

- Document in the student's discipline record all reports of suspected warning signs or threats and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
- Document in the victim's student record the circumstances and the response of the school to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong/grievance.

5. Adopt the following violence prevention programs available from Sandy Hook

- Start with Hello: Social isolation is the overwhelming feeling of being left out, lonely, and treated like you are invisible. Young people who are isolated can become victims of bullying, violence, and/or depression. As a result, many further pull away from society, struggle with learning and social development, and/or choose to hurt themselves or others. Start with Hello teaches students in grades K through 12 the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.
- Say Something: Say Something teaches students in grades 6 and up how to look for warning signs, signals, and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.

6. Train all school employees to recognize and report the warning signs associated with an escalation toward violence

- Train staff on the circumstances that warrant a report directly to 911.
- Train staff to report all warning signs and threats to their school administrator.

MITIGATION STRATEGIES

1. Incorporate the following in Acceptable Use of Technology policies and agreements:

"Users of the Junction City Elementary School District network must be aware that information accessed, created, sent, received, or stored on a network or its school sites are the property of the Junction City Elementary School District. Account users do not have any right to or expectation of privacy regarding such materials. Junction City Elementary School District reserves the right to monitor all traffic on the Junction City Elementary School District network."

2. Incorporate active assailant resources in all school site Comprehensive School Safety Plans.

3. Train all school employees in Options-Based Responses (Run, Hide, or Fight) to Active Assailant Situations.

4. Conduct the following drills (or hypothetical drills) with design input or observation feedback from a law enforcement or safety professional:

- At least one lockdown drill annually on each school campus.
- At least one drill annually on each school campus to practice reunification procedures.
- At least one district drill annually to practice offsite evacuation and reunification procedures.

5. To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

TARGETED SCHOOL VIOLENCE PROTOCOL

Establish a School Threat Assessment Team. It is important to remember individuals can pose a threat without verbally articulating to anyone. Oftentimes, these threats come to light through a behavior or series of behaviors observed by others.

While the team composition for this model can be adapted to meet the staffing patterns of each school, school threat assessment teams are typically composed of personnel from each school site who work in the following roles:

- School site administrator
- School psychologist
- School counselor or school social worker
- School resource officer or juvenile service officer STEPS

Step 1: Evaluate the threat.

A threat assessment begins when a student is reported to have made a threat, which is defined as any expression of intent to harm someone. Threats may be oral, written, graphic, or behavioral. They may be communicated to the intended target or to third parties. Behavior that implies a threat, such as carrying a weapon or acting in a menacing manner, should be assessed to determine whether a threat is present. If a threat is identified, obtain a specific account of the threat by interviewing the student who made the threat, the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the student's intentions.

Step 2: Attempt to resolve the threat as transient.

The team should gather information from witnesses and the student to determine the context and meaning of the threat. A transient threat is not a serious threat and may be an expression of momentary anger. It may be an expression of humor or hyperbole that does not convey genuine intent to harm. A transient threat is resolved with an explanation or apology, and although disciplinary consequences and counseling may be appropriate, safety precautions are not needed.

Step 3: Respond to a substantive threat.

If a threat cannot be resolved as transient, it should be treated as a substantive threat, which means there is some ongoing intent to harm someone. The team must take precautions to protect potential victims, including warning victims and taking appropriate actions to supervise the student. An attempt should be made to resolve any apparent problem or conflict underlying the threat.

Disciplinary measures are applied as appropriate to the circumstances after safety measures have been successful. A threat to hit, assault, or beat up someone is termed "serious," whereas a threat to kill, rape, use a weapon, or severely injure someone is termed "very serious ." Serious threats are resolved at this step, but very serious threats require a safety evaluation.

Step 4: Conduct a safety evaluation for a very serious substantive threat.

Very serious threats require immediate protective action, including contact with law enforcement, followed by a comprehensive safety evaluation. The safety evaluation typically includes both a law enforcement investigation conducted by the school resource officer and a mental health assessment conducted by a school mental health professional. The mental health assessment is designed to determine referral and support needs and to identify the subject's reasons for the threat. Based on both law enforcement and mental health input, the team develops a safety plan that is designed both to reduce the risk of violence and respond to the student's needs for services or support. The safety plan should include a review of the student's Individual Educational Plan if the student is already receiving special education services, a referral for special education evaluation, or "child find" procedures if a disability is suspected.

Step 5: Implement and monitor the safety plan.

The threat assessment team implements the safety plan and maintains contact with the student to monitor the plan's effectiveness. The plan and follow-up actions are documented. The plan is revised as needed.

THREATS POSED BY STUDENTS

1. If imminent danger is present, the school administrator or a school staff member will call 911 immediately.

2. If the identity of the person posing or making the threat is known, school staff may request a Behavior Crisis Intervention Team be dispatched.

3. All threats or concerning behavior will be reported to a school site administrator. In all cases, the school administrator will attempt to get a written account from the student who made or posed a threat and any witnesses.

4. The school administrator will follow the five-step decision-making process described above. NOTE: The school administrator will document in the student's discipline record information on all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.

5. If the school administrator determines that a threat is "very serious" (a substantive threat to cause serious injury or death) the school administrator will activate the school site threat assessment team and brief the team on the facts.

6. The school administrator will, as part of the school's investigation, determine if a search of the student's possessions is appropriate. Parental consent and/or notification is not required.

- Start by asking the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation. Prior to authorizing a search, the school administrator will document the threat, and the purpose of the search, making a clear connection between the suspected violation, and the scope of the search.

More specifically:

o Is there reasonable suspicion that the search will turn up evidence that the student has violated the law or a school rule?

o Is the extent of the search reasonably related to the suspected infraction? Reasonableness may be determined by school policies, consent, or exigent circumstances.

o Is the search not "excessively intrusive" in light of the student's age, sex, and the nature of the infraction?

o The scope of the search is limited to the evidence sought.

If the school administrator determines a search is appropriate, the administrator may access electronic device information only under the following circumstances as specified in Penal Code Section 1546.1:

Pursuant to a warrant, wiretap order, order for electronic reader records, subpoena, order for a pen register, or trap and trace device, or both.

With the specific consent of the authorized possessor of the device.

- If a school official, in good faith, believes that an emergency involving danger or death or serious physical injury to any person requires access to the electronic device information.

1. The site threat assessment team conducts a comprehensive safety evaluation. The student may be suspended pending the completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats are appropriate if the behavior is sufficiently disruptive and/or violates school rules and education code.

2. The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.

3. The site administrator will act as case coordinator for all students who have a threat management plan. The site administrator will convene the site threat assessment team monthly to review student progress and modify threat management plans as needed. Modifications will be documented as addendums to the Safety Evaluation Report.

4. The site administrator will convene the school site threat assessment team whenever he/she suspects that the threat management plan is not adequate to ensure safety.

5. If the student moves to a new school, the site administrator will contact the school administrator at the new school to review the Safety Evaluation Report, and to share updates on the student's threat management plan. When possible, this contact will take place before the student enrolls in the new school. The school administrator will provide a copy of the Safety Evaluation Report and Mental Health Assessment Report as a part of this contact.

THREATS POSED BY ADULTS OR UNIDENTIFIED PARTIES

1. If imminent danger is present, school staff will call 911 immediately and notify an administrator.

2. In all other instances, the school administrator will contact the law enforcement agency's dispatch number to report the threat or concerning behavior.

3. The school administrator will report the threat or concerning behavior to the district office.
4. In cases in which it is unclear whether the person poses a threat to the school, the district will consider engaging the services of a threat assessment professional.

CHARACTERIZING THREATS IN PUBLIC COMMUNICATIONS

Schools will avoid characterizing articulated threats as "lacking credibility." In communications designed to reassure, schools should emphasize their partnership with law enforcement and the determination that it is safe for students to attend school. For example: "We take every threat seriously and work closely with our law enforcement partners to be certain that our schools are safe for students. We have been in close contact with the Trinity County Sheriff's Office throughout the course of this investigation and have been assured that it is safe to operate our schools and that our students are not in danger."

Communications should only come from the highest-ranking individual in the school (i.e., Superintendent).

COMMUNICATING WITH VICTIMS

School administrators should communicate with a student or staff member who was threatened by a student attending the same school. This communication should include whether a safety plan was put into place and when the student who made the threat is expected to return to campus. Ensuring timely communication with the victim will assist in alleviating safety concerns. Additionally, it is important to acknowledge the impact a threat can have on an individual's physical and emotional well-being.

INVESTIGATIVE QUESTIONS

A threat assessment is not profiling. No checklist, form, assessment, or evaluation will ever be able to fully predict whether someone will commit a future act of violence. However, not paying attention to certain behaviors or prior actions could certainly prove to be detrimental and might very well lead to a retrospective...why didn't we see that?

A school threat investigation should consider a number of different factors and the assessment should be based on the totality of the observations made by the assessor.

It is important to remember that even though the number of people who might ultimately become a mass shooter is small, these assessments are still important even when they don't lead to that end. They can still be valuable in helping identify behaviors that can ultimately lead to other problems such as helping to identify a student who is suicidal or might engage in a more limited act of violence such as assaulting another student.

Our threat assessment protocol also provides a list of possible questions an investigator might ask in order to obtain relevant background information that can help to assess a person. The list includes questions for the victim, questions to guide the school administrator, criminal history questions, questions regarding fraternal orders or affiliations, weapons questions, questions concerning relationships, employment, and life circumstances, and suspect questions.

RECOVERY STRATEGIES

1. Utilize (all-call) system (text, voice call, e-mail, and social media) to communicate with parents and other stakeholders, and to aid in family reunification following a crisis event.
2. Train school-based mental health crisis intervention teams to support student and staff recovery needs following a traumatic event.

Instructional Continuity Plan

The District maintains an Instructional Continuity Plan (ICP) to ensure timely family engagement, academic instruction, and mental health supports during emergencies, in compliance with SB 153.

1. The ICP specifically addresses disruptions caused by emergencies (weather, health, safety, etc.) that can cause a disruption in education.

In the event that instruction or services, or both, cannot be provided to the pupil either at the school or in person due to emergency conditions, the following procedures will be followed to communicate with families and students and offer alternate modes of

instruction when in-person options at their regular site aren't viable.

COMMUNICATIONS

Within five calendar days of the onset of an emergency, Junction City Elementary School District will leverage multiple communication platforms, including social media (such as Facebook, and Instagram), and school all-call alerts. These systems will enable school or district administrators, along with other approved stakeholders, to use a messaging system to share important information with parents, guardians, students, and employees.

The messaging system allows for the distribution of information via voice recordings, emails, and text messages. In the event of a school or district emergency, the Superintendent or designee may initiate a crisis or emergency communication. Automated messages will be sent to parents, guardians, and employees as needed, with the frequency and method determined on a case-by-case basis, depending on the nature of the emergency or the extent of the closure. Additional outreach will continue to be offered through the district office.

Emergency communication stakeholder groups, and channels, include:

- School families – school all call system, website updates, email, and media press conferences
- Students - Email, Facebook, Instagram, website updates and media press conferences, internal email
- Teachers, staff, administrators, and others - Email, school all call system, website updates, mainstream media press conferences, and text message groups

2) Instruction and Support Services

(Students will be offered access to in-person or remote instruction no later than 10 school days after the start of an emergency)

Means of Instructional Delivery

The following instructional models will be utilized to provide students with quality instruction when classes are interrupted. Models will vary based on student needs and limitations of emergency.

Options will include:

- The school administrators and teachers are responsible for determining paper-based lessons and materials for students.
- The school is responsible for copying, distributing, collecting, grading, and reporting
- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher appointments (virtual or in-person, as available)
- Scheduled email check-ins (parent or student)
- Virtual office hours (drop-in; parent or student)

Delivery Options

- Google Classroom will be utilized to deliver asynchronous (distance) instruction.
- Paper-based instruction will be utilized for students without digital access.

Paper-Based Instruction

- o For students who are unable to access instruction and materials electronically, the school will provide paper-based materials.
- o The school administrators and teachers are responsible for determining paper-based lessons and materials for students.
- o The school is responsible for copying, distributing, collecting, grading, and reporting

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher appointments (virtual or in-person, as available)
- Scheduled email check-ins (parent or student)
- Virtual office hours (drop-in; parent or student)

The school will strive to, at minimum, meet instructional standards equivalent to those of independent study programs.

The school will provide either direct support or resource support for pupils' social-emotional mental health. Identification and assessment will be collaborative and based on observations, student and family communications and interactions, and referrals.

Specialized Supports for Unique Populations

Students who are identified as Students with Disabilities, have 504 plans, are gifted, are ELL students and/or students from low-income families, homeless students and/or students in foster care will receive services from their designated certified instructor depending on the needs of the student. Regular outreach to help support the health and safety of students and their families will be maintained and practiced.

Outreach and Wellness

The School will

- Provide support, counseling, or therapy, as appropriate, to students who are identified as in need of additional assistance via the Student Referral form.
- Utilize Professional School Counselors or Student Wellness Team members to provide support, counseling, or therapy, as appropriate.
- In the event of distance-learning situations, Professional School Counselors or Student Wellness Team members will conduct virtual wellness sessions.

Employees will

- Implement district or school-created resiliency lessons and activities.
- Refer students who are not attending live or virtual school and/or not responding to the classroom teacher's efforts to engage students in classroom activities to mental health support and/or wellness liaison.

o The support team will collaborate for additional problem-solving that can include phone calls and home visits.

o The team can use these problem-solving calls or visits as opportunities to ascertain and then strive to fulfill student and family needs.

o Virtual wellness sessions can be used by members of the support team to provide "virtual" sessions in the event of school closures.

Additionally, Junction City Elementary School District will ensure the needs of special student populations are being supported (in keeping with the requirements of IEPs and other educational specification documents) by:

Exceptional Student Education/504/ELL

- Schools will continue to follow a student-centered approach with a commitment to ensure that the individual needs of each student with a disability or English-language barrier are met.
- Accommodations (or modifications if indicated on a student's IEP/ELL plan) will be provided across all instructional delivery options.
- Therapies/related services identified on students' IEPs will be offered via teletherapy (while participating in virtual instruction) or face-to-face.
- Specially designed instruction will be tailored to fit students' needs identified in the student's IEP/EP/504/ELL plan.
- Supplemental instruction or digital resources may be provided to address specific learning or English Language deficits based on diagnostic assessments.
- Continuous progress monitoring of students' academic progress and IEP/EP/504/ELL plan goals will be used to drive instruction and adjust services and supports as needed.

Junction City Elementary School District will provide the full array of services, required by law. These services may include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs).

Junction City Elementary School District will:

- Provide vulnerable population supplemental educational support through face-to-face and online remediation including technology distribution of devices along with backpacks and school supplies. Clothing, food, transportation, medical, social emotional and specific educational needs are addressed on an individual basis.
- Continue services for students who receive services and support based on their individual needs. Related services, such as speech, language, occupational, or physical therapy, as well as counseling services, will continue to be provided in a virtual setting.
- Accommodations (or modifications if indicated) will be provided through the virtual/online setting. The student's IEP will be reviewed and if necessary, an IEP team, including the parent and/or student, will convene virtually and update the IEP.
- Utilize MTSS Data during ongoing data chats. Common formative and summative assessment data in addition to progress monitoring data is reviewed at the district and school level and is used to determine grades and common assessments to engage in student-centered conversations to ensure that the individual needs of each child are met.
- Continue to ensure compliance with all provisions of the federal McKinney-Vento law for all students enrolled, including the provision of school stability, school of origin determination & provision of transportation; immediate enrollment, timely response to records, enrollment dispute procedures, and comparable services as are offered to non-homeless students. Identification will take place using a Student Housing Questionnaire, available both as an in-person hard copy and/or online form. The homeless education liaison will continue to coordinate with other community agencies to support families in accessing preschool (including Head Start), medical, dental, mental health & substance abuse services, and housing services. Unaccompanied youth will be identified and assisted with school enrollment, support for academics, and support for transitioning from high school to college or technical/vocational education.
- Continue to implement the Title 1 educational stability requirements for children in foster care ensuring that: a child in foster care remains in his or her school of origin unless it is determined that remaining in the school of origin is not in that child's best interest; if it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and the new enrolling school will immediately contact the school of origin to obtain relevant academic and other records. Children in foster care will continue to have school stability protections, transportation, and a designated point of contact for the LEA as well as the Child Welfare Agency (CWA). The LEA point of contact and CWA contact will collaborate to ensure all foster children are provided the full range of applicable educational services that all students receive.
- Continue to ensure that all compliance guidelines are being followed regarding ELL children. Students' English language proficiency levels are evaluated and monitored to ensure academic success. Each school will develop a ELL Student Plan for the English Language Learner which will include student data, ELL programs and services, assignment and assessment accommodations, classroom practices, goals, and can do statements. This plan will be used to drive instructional strategies for the classroom teacher. Students will be placed with an ESOL endorsed teacher or teacher working toward endorsement. When a school has 15 students speaking the same home language, then a bilingual paraprofessional will be hired to bridge the English language barrier. ESOL Resource Teachers will provide additional assistance to support teachers, school administrators, and ELL students to ensure academic success.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The Superintendent or Administrative Designee is the staff member in charge of confirming when immigration officers are on campus. As soon as officers are reported on site, this leader will meet them to check their ID and any legal paperwork. Once it is

confirmed that enforcement is actually present (even if they have a warrant), it acts as a "Start" command for the system, triggering the requirement to send out notifications to the school community immediately.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The all-call system shall broadcast a notification to all entities in the following, to be maintained within the Student Information System (SIS) and Human Resources database:

- Parents and Guardians: All active primary and secondary contacts for enrolled pupils.
- Teachers: All certificated staff currently on the roster.
- Administrators: All site-level and district-level management.
- School Personnel: All classified staff, including custodial, food service, and office personnel.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notifications must be issued as soon as safely possible following verification. The timeline shall be calibrated to ensure it aligns with overall site safety goals, ensuring students are in secure locations before a mass broadcast to minimize system-wide panic.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of every broadcast shall be considered, as the school will carefully check all messages before they are sent to make sure they protect the safety and well-being of students and staff. Every alert must be sent at a time and in a way that keeps the campus calm and stable. This means using simple, factual words that do not cause extra fear or panic, helping everyone feel secure while staying informed about what is happening on site.

Privacy Constraint

The notification shall not include any personally identifiable information.

The notification system is strictly prohibited from including any Personally Identifiable Information. No student names, family names, or specific classroom locations that could identify an individual shall be included in any mass communication. This constraint prevents data leaks during a broadcast event.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Two-Way Communication Notifications will be deployed through the LEA's secure, integrated communication channels, including the District-wide mass communication system and secure school portals/staff email. The IT Department shall ensure all contact information in distribution is accurate and functional.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Notifications may include a hyperlink to a "Resource Landing Page", containing:

- Educational Rights: Detailed rights for students regardless of status.
- Privacy Laws: State laws protecting confidentiality (SB 98, AB 699).
- Support Services: Links to counseling, legal aid, and LEA model policies.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The school safety planning committee shall conduct a "System Review" and audit of these procedures at least once a year. This ensures the plan is updated with current personnel names and communication technology to reflect the current school environment.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated version of this protocol and all related safety materials shall be maintained in a "Public Safety File" at the school office, and on the LEA website, ensuring they are readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan aligns with the California Department of Education (CDE) checklist for developing a comprehensive school safety plan. The LEA shall monitor the CDE website for updates to ensure the plan remains synchronized with state-mandated standards.

Procedures Regarding Pupil Smartphone Use During Emergencies

Administrative Direction

During an emergency, the Governing Board recognizes that students shall have the capability to access and use smartphones. The Principal or designee will provide guidance to students regarding how device use can best support safety and communication. Staff will clearly communicate expectations to students regarding device use during the emergency.

Safety Guidance

During emergencies such as lockdowns, evacuations, or shelter-in-place situations, students are expected to use smartphones in a manner that allows them to:

Maintain quiet and safety

Prevent the spread of misinformation

Avoid interference with emergency response efforts

Use of Devices

In accordance with the law, students may use smartphones to:

Communicate with parents or guardians

Receive instructions or updates from school staff

Any use during an emergency will be guided by staff to ensure student safety

Communication with Families

The school will use established school or district communication systems to provide accurate and timely information to parents and guardians during emergencies. Families are encouraged to rely on official school communications as the primary source of verified information.

Privacy and Safety

Students are expected not to record, photograph, livestream, or share emergencies if such actions could compromise safety or privacy. All student smartphone use during emergencies must comply with school rules and applicable laws.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

The school complies with all state-mandated requirements related to pupil use of smartphones and personal electronic devices. District Board Policies and Administrative Regulations governing student use of electronic devices are adopted by the governing board and reviewed in accordance with district procedures and state law, including the emergency exceptions outlined in Education Code 48901.7. Currently, there is no single District policy on Student Cell Phone Use, but there are several safety policies and procedures that are in place.

As part of the Comprehensive School Safety Plan process, the school reviews applicable policies annually to ensure procedures related to student safety, communication, and emergency response remain current and effective. Updates or revisions are made as needed to reflect changes in law, district policy, or site-specific safety considerations.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

A student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

In the case of an emergency, or in response to a perceived threat of danger

When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

When the possession or use is required by the student's individualized education program (IEP)

Safety Plan Review, Evaluation and Amendment Procedures

The School Site Council/LCAP Advisory Committee, in conjunction with the School Board, the administration and the staff, has the responsibility to write and develop a Comprehensive Safety Plan relevant to the needs and resources of Junction City School. The district's comprehensive safety plan shall be regularly reviewed and updated during monthly meetings in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

Safety Plan Appendices

Emergency Contact Numbers

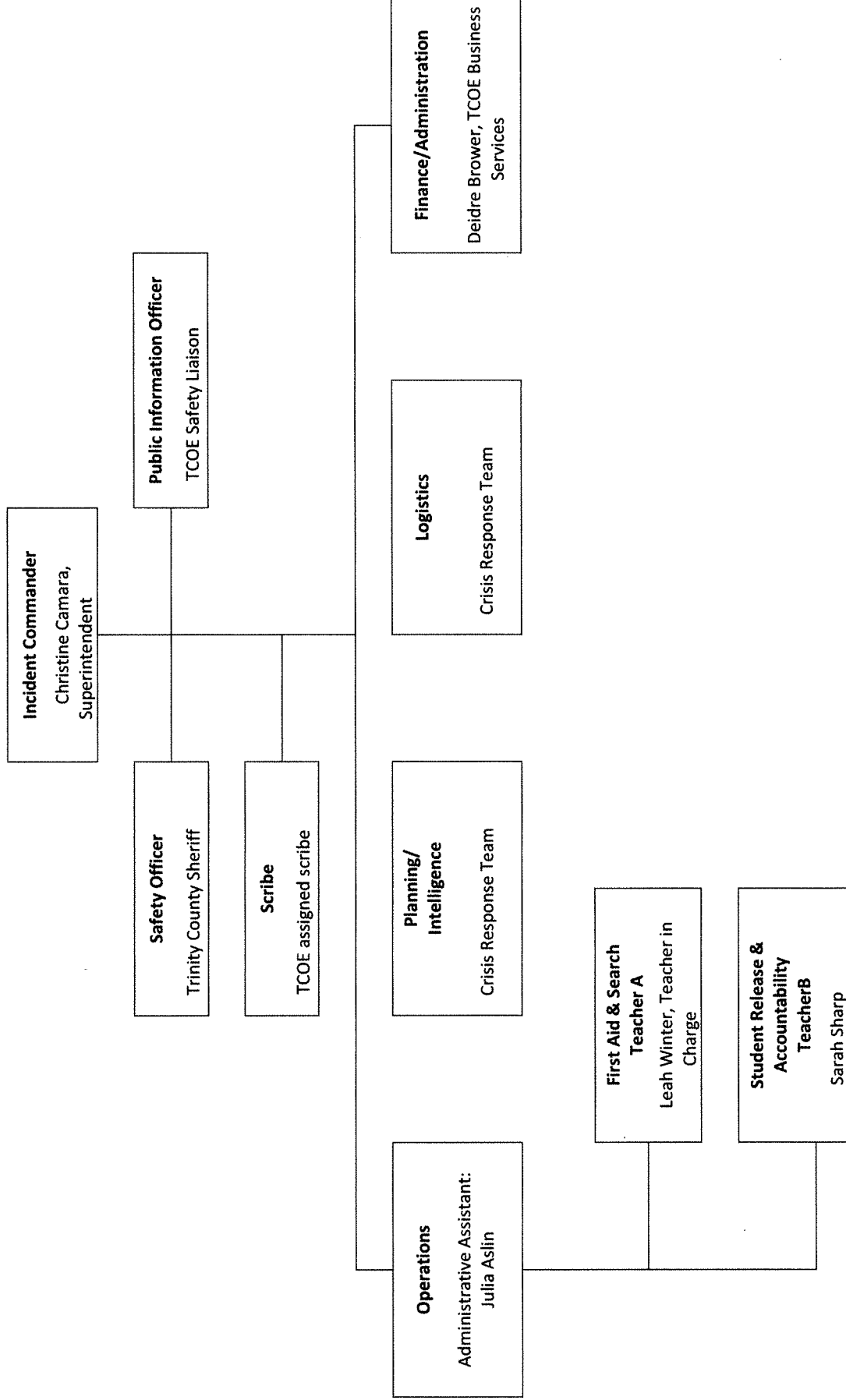
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	CHP / Trinity County Sheriff/Trinity Life Support	911	
Public Utilities	Trinity PUD	530-623-5536	
Local Hospitals	Trinity Hospital	530-623-5541	
School District	Trinity County Office of Education	530-623-2861	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee / School Site Council / LCAP Advisory Committee Meetings	3rd Monday of Month 4:00pm	See agendas/minutes on record
JCESD Board Meetings	2nd Wednesday of Month 4:00pm	See agendas/minutes on record

Junction City Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

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.

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.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft Crash

Immediately following an aircraft disaster during school hours, the following actions shall be taken using the Standard Response Protocol:

1. If building evacuation is appropriate, the principal or designee shall use the Standard Response Protocol for EVACUATION and sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Animal Disturbance

Attack or Disturbance by Animal on Campus

Animals, such as wild animals and stray pets will be treated as a threat and as dangerous.

Standard Response Protocol will be initiated to HOLD or SECURE.

Notification will come over the intercom using the following message:

"Animal on campus, everyone should remain indoors."

If students are outside the building, staff will get everyone inside the building ASAP.

SHUT ALL DOORS

COLLECT AND ACCOUNT FOR ALL STUDENTS

NO ONE LEAVES THE BUILDING

Principal or designee calls 911. All staff and students remain indoors.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the location of the animal and can safely report this information to the office.

UNDER NO CIRCUMSTANCE SHOULD THE STUDENTS BE ALLOWED OUT OF THE BUILDING UNTIL THE SITUATION HAS BEEN RESOLVED.

Wait for further instructions from the administrator or law enforcement.

Armed Assault on Campus

PURPOSE:

This policy and procedures are intended to provide guidance in the event an individual is actively shooting persons at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA).

POLICY:

It is the policy of Junction City School to provide an active shooter emergency response plan to alert employees that an active shooter appears to be actively engaged in killing or attempting to kill people at the school site. Our active shooter response plan is based on giving employees authority to make crucial decisions that will save lives. School shootings typically end within just a few minutes, before law enforcement arrives.

DEFINITIONS:

For purposes of this policy: An active shooter is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people on Junction City School's grounds. In most cases active shooters use firearm(s) and display no pattern or method for selection of their victims. In some cases, active shooters use other weapons and/or improvised explosive devices to cause additional victims and act as an impediment to police and emergency responders. These devices may detonate immediately, have delayed detonation fuses, or detonate on contact.

A Lockdown may be a component of any emergency but is not an automatic response to an active shooter killing students and staff on campus. Instead, it is recommended you RUN, HIDE, or FIGHT.

PROCEDURES:

1. The first employee to identify an active shooter situation will ALERT others at the site using Standard Response Protocol (SRP). Use the loudest, most wide-ranging form of communication available. At Junction City School, we will use our phone intercom system. Do not use the fire alarm.

-Speak in plain language, using the words ACTIVE SHOOTER.

-Location of the incident.

-Physical description of the shooter(s).

-Type of weapon (if known).

2. Any employee who is at a location distant and out of immediate threat from the active shooter will immediately call 911 to INFORM them of all details available.

3. The phone call to 911 (from the area where the caller is safely concealed) should provide the following information to the 911 operator:

a. Description of shooter(s) and possible location.

b. Number and types of weapons.

c. Shooter's direction of travel.

d. Location and condition of any victims.

POTENTIAL RESPONSES:

In response to an active shooter event there will be three potential courses of action. Employees are granted the authority to choose the course of action that they feel will result in the best outcome for them and their students.

You can choose to RUN, HIDE, or if necessary FIGHT.

RUN (SRP for Evacuate)

If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:

1. Have an escape route and plan in mind that will get you and your students out of danger.
2. Assist children or others who cannot run to the best of your ability.
3. Leave your belongings behind.
4. If not in charge of students, evacuate regardless of whether others agree to follow.
5. Prevent others from entering an area where the active shooter may be.
6. Keep your hands visible.
7. Follow the instructions of any Police Officers/First Responders.
8. Do not attempt to move wounded people.
9. Call 911 when you are safe.
10. Go to the pre-arranged site(s) agreed upon for your site. If on foot, walk to Chagdud Gonpa. If being transported in vehicles, go to the Trinity County Office of Education.

HIDE (SRP for Secure, Lockdown)

If evacuation is not possible, find a secure place to hide where the active shooter is less likely to find you or be able to directly engage you. Follow these recommendations:

IF AN ACTIVE SHOOTER IS NEARBY

1. Lock the door and barricade with all heavy furniture and equipment in the room.
2. Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.
3. Turn off any source of noise: Radios/TV/Learning devices.
4. USE COVER (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.
5. USE CONCEALMENT (anything that will protect you from being seen): darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.
6. Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc). Use your escape route as soon as you determine it will enhance your survivability. See RUN above.

IF AN ACTIVE SHOOTER IS VERY CLOSE

Lock the door if possible but do not make noise moving items in the room to barricade the door. Follow all the other recommendations above. Get ready to RUN or FIGHT if the shooter gains access.

FIGHT (SRP for Shelter)

If it is not possible to Run or Hide and you are confronted face-to-face with an active shooter then you may choose to distract or incapacitate the shooter long enough to increase survivability for yourself and your students. Follow these recommendations:

1. Act as aggressively as possible against the shooter.
2. Yell, create confusion, and distract the shooter in any way possible.
3. Throw items at the shooter.
4. Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).
5. Help others when possible if you see them attempting to incapacitate the shooter.
6. Ensure students are evacuating as rapidly as possible from the active engagement area.
7. Once started, commit yourself to the defensive physical actions.

LAW ENFORCEMENT RESPONSE

Law enforcement personnel will arrive to respond to the emergency. Follow these recommendations:

1. Comply with all police instructions. The first responding officers will be focused on stopping the active shooter and that is all. As others arrive they will be clearing areas for follow-on emergency and medical teams.
2. Remain calm, do what you are told without arguing or second-guessing. If you have information about additional shooters or hazards inform them clearly.
3. Put down any items in your hands, raise your hands when coming in contact with officers.
4. Keep your hands visible at all times.
5. Avoid making quick movements toward officers. Do not try to hold on to them or get close to them for safety.
6. Avoid pointing, screaming, yelling.
7. If you find a weapon or have taken a weapon from an active shooter DO NOT carry it out in your hands. If safe, leave it where it is. If it is not safe to leave it where it is then attempt to put in a safe location, or bring out in a small container such as an office trash can. Put it down as soon as you see law enforcement and tell them what it is.
8. When evacuating, go the direction the officers are coming from. Do not ask for directions or help.

When appropriate, be able to provide information that you know:

1. Number of shooters.
2. Identity and description.
3. Number of victims you saw and location.
4. Type of problem that caused the situation.
5. Type and number of weapons possibly in the possession of the shooter.
6. Number and location of individuals still in the building or in danger.
7. Keys, codes, or access information to all areas.

POST-INCIDENT ACTION

When the police have determined that the active shooter emergency is under control, an "ALL CLEAR" will be given. You may not be allowed back into the school.

1. Medical Assistance:

- a. Ensure first aid is applied as soon as possible, when in a safe area.
- b. Treat severe bleeding and life-threatening wounds first.
- c. Enlist all available help to prevent loss of blood, shock, and other trauma conditions.
- d. Report all injuries to medical authorities on site as soon as possible.
- e. For non-emergency employee injuries, contact the SIA Early Intervention Nurse at 1-877-742-3467 for treatment instructions. In emergency medical situations, call the number as soon as you can following treatment to ensure your Workers Compensation Benefits are engaged.

2. Accountability:

- a. If in charge of students, attempt to gain accountability as soon as possible.
- b. Communicate your status and the accountability of your students by roll call taken at evacuation location, and report to administrator and/or incident command.
- c. Students will be returned to parents in the following manner: An all-call message will be sent to all parents with the details of where/how/when students will be returned to parents.

3. Counseling:

- a. Following an active shooter event, counseling and support will be provided.
- b. Employees and family members can contact the Employee Assistance Plan for additional resources. Members of Shasta-Trinity Schools Insurance group can go online to anthemeap.com, and enter SISC to log in to arrange free counseling sessions and other help.

4. OSHA. In the event there is a fatality or an employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within 8 hours. In the event of a hospitalization, OSHA must be notified within 24 hours. Human Resources/Office personnel will ensure that the SIA Early Intervention Nurse has all the information needed to make this report on the district's behalf.

5. Media. The district will designate a representative(s) who will respond to any media requests for information. The representative(s) will carefully consider the nature of any such requests to avoid disclosing confidential and/or protected information that is protected by Federal and State privacy and medical information laws and regulations. Care will be taken to avoid relaying information that could interfere with any ongoing federal or local law enforcement or district investigation.

REFERENCES:

US Department of Homeland Security Active Shooter How-To-Respond, October 2008
US FBI Active Shooter Planning and Response in a Healthcare Setting, April 2015
ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute Active Shooter Response Procedures, 2016
www.alicetraining.com
WORKPLACE VIOLENCE - ACTIVE SHOOTER RESPONSE, Mark A. Lies, II. www.seyfarth.com
Standard Response Protocol K-12, I Love U Guys Foundation, 2023

COORDINATION:

This policy has been coordinated with the local organizations:

Sheriff: 530-623-2611

California Highway Patrol: 530-623-3832

Child Welfare (CPS): 530-623-1314

Trinity Life Support: 530-623-2500

Biological or Chemical Release

Chemical Accident

Immediately following a chemical disaster during school hours, the following actions shall be taken using the Standard Response Protocol:

1. If building evacuation is appropriate, the principal or designee shall use the Standard Response Protocol for EVACUATION and sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Bomb Threat/ Threat Of violence

Bomb Threat

In the event of a bomb threat during school hours, follow the Standard Response Protocol to EVACUATE:

1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.

3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the threat seems imminent, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.
10. The principal or designee shall ensure that law enforcement performs a thorough search of the premises, clears the school premises of any unsafe devices, and declares the building safe to reoccupy.

Bus Disaster

Junction City School does not have school buses. However, there are school vehicles that are used for field trips.

Accidents in District Vehicles:

If there is an accident in a district vehicle, the driver will stop the vehicle at the scene or as close as is safe. Once the driver's safety is secured, the adult will attend to the passengers. The driver will call 911 if there are injuries, and immediately attend to the injured passengers. The driver will also call 911 if there is damage, if there is a disagreement over the accident, or if the situation feels unsafe. The driver will also contact the school office and report the accident. The school office staff will contact the parents of the students who are involved in the accident. The office staff will also arrange to pick up the driver and passengers with another school vehicle that is determined to be safe.

Disorderly Conduct

Disorderly Conduct

The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders.

ALL INTRUDERS WILL BE TREATED AS ARMED AND DANGEROUS

Depending on the situation, follow the Standard Response Protocol to determine the appropriate response.

Depending on the situation, notification will come over the intercom using the following message:
" HOLD, SECURE, LOCK DOWN or EVACUATE/RUN"

Principal or designee calls 911.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the location of the intruder and can safely report this information to the office.

Wait for further instructions from the administrator or law enforcement.

Earthquake

Earthquake

At the first sign of an earthquake during school hours, the staff will instruct the students to follow the Standard Response Protocol to SHELTER:

For students inside the building:

1. Take cover under a table or desk
2. Drop to their knees
3. Protect their heads with their arms
4. Face away from the windows
5. Wait for further instructions

For students outside the building:

1. Walk away from buildings, trees, poles, playground equipment, or wires
2. Drop to their knees
3. Cover as much skin surface as possible
4. Close eyes
5. Cover ears
6. Wait for further instructions

Immediately following an earthquake during school hours, the following actions shall be taken:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. The principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the earthquake until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Explosion or Risk Of Explosion

Explosion

In the event of an explosion or risk of explosion during school hours, follow the Standard Response Procedure to EVACUATE:

1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.
3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the threat seems imminent, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.
10. The principal or designee shall ensure that law enforcement performs a thorough search of the premises, clears the school premises of any unsafe devices, and declares the building safe to reoccupy.

Fire in Surrounding Area

The District maintains fire prevention, evacuation, and emergency communication procedures for our school site, as we are located in a high fire-risk zone, consistent with AB 2968 and state and local fire safety requirements.

Policy Reference BP/AR 3516, BP/AR 3516.1.

Fire From an External Source (Forest Fire)

When a fire is discovered near any part of the school during school hours, follow the Standard Response Procedure to EVACUATE:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the fire is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
 - b. Chagdud Gonpa in Junction City
 - c. Trinity County Office of Education
 - d. Veteran's Memorial Hall in Weaverville
9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Fire on School Grounds

The District maintains fire prevention, evacuation, and emergency communication procedures for our school site, as we are located in a high fire-risk zone, consistent with AB 2968 and state and local fire safety requirements.
Policy Reference BP/AR 3516, BP/AR 3516.1.

Fire on School Grounds

When a fire is discovered in any part of the school during school hours, follow the Standard Response Protocol to EVACUATE:

1. The principal or designee shall sound fire signals.
 2. The principal or designee shall call 911.
 3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
 4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
 5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
 6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
 7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
 8. If the fire is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.
- Alternative locations:
- a. Junction City Fire Annex/Community Center
 - b. Chagdud Gonpa in Junction City
 - c. Trinity County Office of Education
 - d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Flooding

Flood

When floodwaters are threatening any part of the school during school hours, follow the Stand Response Protocol to EVACUATE:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.

8. If the flood is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Loss or Failure Of Utilities

Loss or Failure of Utilities

When there is a loss or failure of utilities during school hours, follow the Standard Response Protocol to determine the appropriate response:

- 1. The principal or designee shall call the appropriate utility company, or if necessary, call 911.
- 2. If the loss of utilities is not a hazard, and is temporary, the principal or designee will notify parents of the temporary outage, but will keep school in session.
- 3. If the loss of utilities is not a hazard, but will be for more than an hour, school will be closed for the day, and if students are at school, their parents will be called to pick them up.
- 4. If the loss of utilities is a hazard, and building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not appropriate, the principal or designee shall instruct all students and staff to stay in the classrooms, or convene in the gym or another safe location within the school.
- 5. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
- 6. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
- 7. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
- 8. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
- 9. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
- 10. If the principal believes that the loss of utility is a hazard, she shall call parents to come pick up their students, and the building shall not be occupied.
- 11. If the damage is extensive, all students, including those with disabilities, shall be either picked up by their parents or taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

13. The principal will ask the county building inspector to check for structural failure and equipment adequacy to determine if the building can be occupied. The principal is responsible to take further action to correct any inadequacies.

Motor Vehicle Crash

Motor Vehicle Crash on Campus

Immediately following a motor vehicle crash on campus during school hours, follow the Standard Response Protocol to determine the appropriate response:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Pandemic

Plan for a Pandemic

Goals:

- Be prepared for the unpredictable nature of pandemics
- Limit the number of illnesses
- Reduce the spread of the virus within school facilities
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses
- Work with local and state health departments to coordinate pandemic plans

Preparation:

- Ensure that staff members understand early detection.
- Have a separate room prepared for sick children who may wait there to be transported home. Locate the room in a place where others do not regularly pass. If you have face masks, you may want to give them to these children to help contain the spread.
- Determine procedure for reporting any children exhibiting signs of illness to the TCOE county nurse and/or Public Health Nurse.

- Maximize communication with parents and school community related to health and safety and any pandemic episode. Educate about what each person can do to prepare or respond to minimize health risks. Information can be disseminated through parent letters, website postings, school newsletters or all-call systems.
- Consider how to keep school running if staff become sick or must care for sick family members: How many substitutes do you have? Which employees can cover for others? If your cook becomes sick, can you feed children another way? Do you have curriculum available and/or prepared if children have to be combined into fewer classrooms with a larger grade span?
- Plan how to educate students with online curriculum or through interactive virtual sources or independent-study packets if the school must close for an extended period of time. Are there enough Chromebooks to go around? Do you have a loan policy for such equipment if it is used in your plan?
- How many of your students rely on school meals to provide their basic nutrition? Consider how to provide meals to students if the school is closed.
- Consider how fieldtrips can be postponed or canceled if necessary.
- Consider your work-from-home and sick leave policies. Can essential business staff work from home to avoid getting sick and continue essential duties? If a staff member is sick and is staying home to avoid spreading the disease, but they feel well enough to work, will you allow it? Can sick teachers work from home on curriculum for their students who are being taught by someone else and get paid for it? How will they document their time?
- If an illness is confirmed in a student or staff member from your school, will you close school for a day to do a thorough cleaning or is everyday cleaning enough?

Prevention:

- Consider postponing or eliminating “perfect attendance” awards, incentives, and celebrations.
- Ensure that staff, students and visitors are educated and trained in preventative measures such as respiratory etiquette and universal precautions.
- Place reminders around the school (including entrances, notice boards, meeting rooms and restrooms) hand hygiene, covering coughs and sneezes, washing hands after using tissues, using no-touch trash cans, not touching eyes, nose, mouth, and student spacing.
- Consider having all staff and students wash hands as soon as they arrive at school.
- Ensure that all personnel are informed with latest developments of any pandemic episode.
- Post notices at all entry points asking all visitors not to enter if they have symptoms of influenza, Covid-19, or other virus symptoms. If parents are sick and have arrived to pick up children, consider asking them to phone in to the office from the parking lot, if possible, or meet them at the door with children to be sent out.
- Space students’ desks three (3) feet apart.
- Consider canceling gym classes, assemblies or other events or classes where large amounts of people are in close proximity.
- Discourage prolonged congregation in the hallways, lunch rooms, etc.
- Closely monitor attendance of students and staff and report findings to the Trinity County Public Health Department at 623-6209 or the Public Health Nurse’s direct line at 623-8224.
- As a last resort and in consultation with public health officials, dependent upon the significance of the outbreak, consider if/when the school will close. School closures may actually increase disease transmission if not orchestrated correctly. Send out communication and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure.
- Clean to prevent the spread of disease:
- Ensure extra supplies of tissues, hand sanitizing gels, soap and water, disinfecting wipes and other cleaning supplies as well as no-touch trash cans are available for employees and students within easy reach. Disinfecting shared work areas, counters, railings, door knobs and inside vans should be performed more frequently.
- Filters of air conditioning systems should be cleaned and changed frequently
- Telephones should not be shared if at all possible.
- No special cleaning products are required, just increase the frequency of general cleaning with a focus on areas that are often touched such as doors, light switches, telephones, copy machines, keyboards.
- Where operationally possible, during the day increase ventilation to the facility to decrease spread of disease and following each school day the school may be thoroughly ventilated and cleaned (either opening all doors and windows or turning up the air conditioning/heating systems.)

Psychological Trauma

In the event of psychological trauma on campus, the school counselor and school psychologist will be called to work with the principal on an appropriate response to the situation. In the case of an emergency, 911 will be called.

Suspected Contamination of Food or Water**Contamination of Food or Water**

Immediately following the suspected contamination of food or water on campus during school hours, follow the Standard Response Protocol to determine the appropriate response:

1. The principal or designee shall call 911, and perform necessary first aid.
2. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
3. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
4. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
5. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
6. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
7. No one shall eat or drink at school until the situation is declared safe.
8. If the threat of more harm is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Tactical Responses to Criminal Incidents

Follow Trinity County Sheriff's Department plan and procedures.

Unlawful Demonstration or Walkout

In the event of an unlawful demonstration or walkout on campus, the principal or designee will work with students, staff, and parents on an appropriate response to the situation. In the case of an emergency, 911 will be called.

Emergency Evacuation Map

JUNCTION CITY ELEMENTARY SCHOOL BUILDING EVACUATION PLAN

1. Turn Off Lights
2. Close Doors
3. Go Directly to Assembly Area (follow arrows on map)
4. Take Roll

