






# Comprehensive School Safety Plan

**2025-2026  
School Year**

**School:** Denair Unified School District  
**CDS Code:** 50-71068-0000000  
**District:** Denair Unified School District  
**Address:** 3460 Lester Road  
Denair, CA 95316  
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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 the district office during regular business hour and at [www.denairusd.org](http://www.denairusd.org).

## **Safety Plan Vision**

Denair Unified School District empowers tomorrow's leaders through exemplary instruction and powerful innovative programs. Our exceptional school environments are the best educational choice for all students.

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

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Denair Unified School District Safety Committee**

Principals  
Campus Supervisors  
Teachers  
Classified Employees  
Parents  
Students

### **Assessment of School Safety**

DUSD has a history of safe schools in both the social and physical climate. As a small and tight-knit community, Denair residents are most often supportive of the school district in regards to academic efforts, youth safety, and youth development. Our schools continue to provide a safe haven for students.

A review of school suspension and expulsion data, campus policies and procedures, and safety interviews with school administration and staff showed an overall safe campus climate and a district commitment to student safety. Site assessments conducted at each location found facilities to be in good repair and conducive to safety. Some of the overarching district safety concerns include traffic flow and pedestrian safety, campus visitors and access control.

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

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

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

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

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

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

All school staff members are to inform school administration by the end of the regular school day when the knowledge or substantiated suspicion of child abuse was attained. The following notification procedures shall be carried out in coordination with the district psychologist to allow for additional assessment and counseling of the student.

Notification shall begin with the principal and if unavailable, the superintendent. If none of these administrators are available, staff should call the Stanislaus County Department of Child Protective Services at 209-558-3665 or 800-558-3665 and notify law enforcement.

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

**Disaster Plan (See Appendix C-F)**

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

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

- Appendix B: District Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS
- Provides Knowledge Saves Lives training
- Provides emergency contact information for district staff in Appendix B.1: District Staff Emergency Contacts – Confidential
- Provides emergency contact information for school site staff in Appendix B.2: Campus Staff Emergency Contacts – Confidential
- Describes the ICS structure for the district crisis response team in Appendix B.4: Incident Command System for District and Schools
- Defines specific evacuation procedures for the district office and school sites developed with considerations for students with physical disabilities in Appendix B.5: District/Campus Emergency Fire Evacuation
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake in Appendix C: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures

**(i) Earthquake and Multi-hazard Emergency Procedure System**

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

**Adaptations for Students with Disabilities**

Students with disabilities receive appropriate support, guidance and accommodations as needed based on their disability.

**Public Agency Use of School Buildings for Emergency Shelters**

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

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

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

Through DUSD Board Policy 5144.1 and 5144.2, the Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation. Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies. Appropriate Use of Suspension Authority Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension. No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

#### On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law. Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

#### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

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

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

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)



An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

In addition, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. (Education Code 44014)

#### Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

##### 1. Acts That Are Grounds for Suspension or Expulsion

- a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)
- b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)
- c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

##### 2. Offenses Reported to the District by a Court

- a. When informed by a court that a minor student has been found by the court to have 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 designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)
- b. The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)
- c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)
- d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the Board Policy Manual Denair Unified School District student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)
- e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

#### Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking

When requested by an employee who is a victim of domestic violence, sexual assault, or stalking, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including: (Labor Code 230)

1. A transfer, reassignment, or modified schedule
2. A changed work telephone or work station
3. An installed lock

4. Assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace
5. Referral to a victim assistance organization
6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee. (Labor Code 230)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, or stalking. Such certification may include: (Labor Code 230)

1. A police report indicating that the employee was a victim
2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Labor Code 230)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, or stalking or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. (Labor Code 230)

The district shall not retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Labor Code 230)

#### Use of Pepper Spray

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied. When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810.
2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.
3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals. Negligent storage of the pepper spray may subject the employee to disciplinary action.

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

Additional code reference: Education Code 200-262.4

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

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

DUSD Board Policy 5145.3 states that district programs and activities shall be free from discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

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

As written in DUSD Board Policy 5145.7, the Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

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

- What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
- A clear message that students do not have to endure sexual harassment
- Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
- Information about the person(s) to whom a report of sexual harassment should be made

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

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

As described in DUSD Board Policy 5132, the Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

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

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

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

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Through a collection of Board Policies, Denair Unified School District has established procedures to ensure the safety of students, parents, and school employees. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

BP 5142: describes a collection of policies and procedures to ensure student safety.

AR 3543: provides a framework for school bus transportation safety plans and procedures including, student and parent education, bus evacuation exercises, limitations on school bus operation for foggy conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.

BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.

BP 5131.1: defines specific expectations of student conduct while riding a school bus.

BP 5131.7: prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.

BP 5112.5: defines the closed-campus designation for all schools within the district. Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Fire Evacuation .

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in DUSD Board Policy 1250:

- To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering school grounds when school is in session.
- For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

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

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

##### **Component:**

Safe Physical Climate Goal:

##### **Element:**

Our schools provide a positive learning environment for all students through safe, clean, and healthy facilities.

**Opportunity for Improvement:**

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify and address secure critical facility vulnerabilities and hazards	Loss Prevention Survey through CRSIG  Install additional surveillance cameras  Maintain fire alarm systems		Superintendent FCMOT Director	Conduct follow-up physical site assessments to assess facilities
Maintain Emergency Lockdown Classroom Supplies for each Classroom	Purchase kit supplies; Check expiration dates where applicable  Maintain/improve school-wide PA systems		Principal FCMOT Director	Emergency Lockdown  Supplies in each classroom– current dates  Regular lockdown drills
Implement and practice crisis response plans	Collaborate with local public safety and emergency response agencies to assess and revise detailed campus crisis response plans  In coordination with public safety partners, review and update campus evacuation plans including on- and off-site  Offer site staff and faculty training on crisis response plans, NIMS, SEMS and ICS	Key Partners:  Stanislaus County Sheriff Department  Denair Fire Dept.  Stanislaus County Office of Education  Knowledge Saves Lives	Superintendent Principals	Annual review and update of site plans, to include evacuation maps, ICS facility locations and response teams  Fire, earthquake and lockdown drills / exercises will be scheduled and debriefed  Crisis response training participants will be tracked to measure # of staff trained

**Component:**

Safe Social Climate Goal:

**Element:**

Our students and staff thrive together in an environment of mutual respect, personal accountability and a commitment to excellence.

**Opportunity for Improvement:**

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide students with behavioral and emotional support	Continue implementation of Student Success Teams and MTSS/RTI model at all campuses  Mentoring Programs (CICO, FNL, Big/Little Buddies)  Committed Coyote/FNL/Club Live Mentorship Program  Ruling Our Experiences (ROX)  School Clubs  Provide student access to health and behavioral health services		Principals  Counselors  SST/RTI Coordinators  Teachers/Support Staff  Coaches  Superintendent	Increased # of students referred to and served by SST  Increased # of students served by mentors  Multiple activities and opportunities for students to participate throughout the year  Behavior and Emotional Support
Provide students with Academic Support	Continue implementation of Student Success Teams and MTSS/RTI model at all campuses  Intervention support programs at all schools  Parent Portals (Aeries, ClassDojo)  Homework Clubs/ Library Media Centers		Principals/ SST-RTI Coordinators  Teachers  Principals/ Teachers  Teachers/ Support Staff	Increased # of students referred to and served by SST  Student Grades  Student Grades  Student Grades

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Denair Unified School District Student Conduct Code**

## **Conduct Code Procedures**

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

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

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

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

Prohibited student conduct includes but is not limited to:

- Conduct that endangers students, staff or others
- Conduct that disrupts the orderly environment of the classroom
- Harassment of students or staff, including bullying, intimidation, cyberbullying, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering
- Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships
- Damage to or theft of property belonging to students, staff or the district
- Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment
- Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
- Use of profane, vulgar, or abusive language
- Plagiarism or dishonesty in school work or on tests
- Inappropriate attire
- Tardiness or unexcused absence from school
- Failure to remain on school premises in accordance with school rules

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

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

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

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

The Board of Trustees desires to prepare students for responsible citizenship by fostering self discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

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

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

These include:

DUSD Board Policy 5136: Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation.

DUSD Board Policy 5131.7: Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school.

#### **(K) Hate Crime Reporting Procedures and Policies**

DUSD Board Policy 5145.9

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.



As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

#### Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

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

#### **(J) Procedures to Prepare for Active Shooters**

BP 3515.2

The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption.

The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption. Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

DUSD plans and works in accord with Local Law Enforcement and employs best practices in response to active shooter situations.

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

BP 5131.2. Bullying

The Board of Education 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. 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 in order 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:

1. 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
2. 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
3. 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
4. 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, web site, 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:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. 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

3. 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
4. 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
5. 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:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. 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 web site, 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)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. 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 and 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 of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. 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 employee 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.

### **Opioid Prevention and Life-Saving Response Procedures**

The California Education Code (EC) Section 494.3 authorizes school districts, county offices of education, and charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or other trained personnel to use Naloxone (Narcan) or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more staff to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Naloxone (Narcan) or another opioid antagonist.

Denair Unified School District staff have been trained and Narcan has been distributed at all DUSD schools. Narcan packets are stored in a highly visible location in each school's main office along with the AED, Epi Pen, and First Aid Supplies. (Central location is ADA accessible and provides consistent access at each school to provide clarity and reduce response time.)

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.)

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

#### **STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE**

Signs of OVERDOSE, which often results in death if not treated, include:

Unconsciousness or inability to awaken.

Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.

Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

Call the person's name.

If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.

If the person responds, assess whether he or she can maintain responsiveness and breathing.

Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

#### **STEP 2: CALL 911 FOR HELP**

**AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.**

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

### STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms<sup>5</sup> and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.<sup>7</sup>

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

### STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. Rescue breathing for adults involves the following steps:

Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).

Place one hand on the person's chin, tilt the head back, and pinch the nose closed.

Place your mouth over the person's mouth to make a seal and give two slow breaths.

Watch for the person's chest (but not the stomach) to rise.

Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

Place the person on his or her back.

Press hard and fast on the center of the chest.

Keep your arms extended.

#### STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return.

Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

#### DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose, if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep the person warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

## **Response Procedures for Dangerous, Violent, or Unlawful Activity**

### **THREATS OF VIOLENCE**

A threat is an expression of intent to harm oneself or others. It is important that ALL threats be taken seriously, until they have been thoroughly investigated.

Threats may be spoken, written or gestured

Threats may be direct or indirect and need not be communicated to the intended victim or victims (e.g. "I'm going to get him")

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise (e.g. "I forgot it was in my backpack")

When in doubt, assume that it is a threat

This portion of "Threats of Violence" does not include:

Threats to damage property

Threats made by non-students

Fights or misbehavior that do not involve a threat

Slurs, insults, verbal abuse that do not involve a threat to physically harm someone

? Other school policies apply to these situations

Bomb threats and threats made on websites or by emails may be prosecutable by international law

It is imperative that ALL threats be reported immediately to the site principal. It is the Principal's responsibility to immediately evaluate the threat.

### **PROCEDURES**

1. Any student upon receiving information that a person is threatening to commit an act of violence shall:

Assume the threat is serious

Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer

Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.

2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence shall:

Assume the threat is serious

Immediately report the threat to a school staff member, administrator or law enforcement officer

Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.

Any school staff member, upon receiving information that a person is threatening to commit an act of violence shall:

Assume the threat is serious

Immediately report the threat to an administrator or their designee

Be available and cooperative in providing a statement of information, with the understanding that the information source (staff member) will remain anonymous to the greatest extent possible.

Any school administrator, upon receiving information that a person is threatening to commit an act of violence shall evaluate the seriousness of the threat by initiating the following procedures.

#### **Threat Evaluation:**

##### **Gather Information:**

Obtain an account of the threat and the context from the student and witnesses.

Document the exact threat and circumstances surrounding the threat.

Obtain the student's explanation of the threat's meaning and his/her intentions

Obtain witness perceptions of the threat's meaning.

Document your evaluation. All documentation must be maintained, whether the threat is considered substantive or transient.

##### **Evaluate Threat:**

Based on the information gathered, determine whether the threat is transient or substantive.

The important thing here is to determine whether or not the student intends to carry out the threat NOT what he/she threatened to do.

When in doubt, treat the threat as substantive.

##### **Transient threats:**

Often are rhetorical remarks, not genuine expressions of intent to harm.

At worst, express temporary feelings of anger or frustration.



Usually can be resolved on the scene or in the office.  
After resolution, the threat no longer exists.  
Usually end with an apology or clarification.

#### Substantive threats:

Express intent to physically injure someone beyond the immediate situation.  
There is at least some risk the student will carry out the threat.  
Protective action **MUST** be taken (i.e. warn the intended victim(s) and parents; involve student release team personnel).  
May require legal violations and require police consultation.  
When in doubt, treat the threat as substantive.

#### Continuum of Threats

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

#### Factors to Consider for Substantive Threats

Age of student  
Capability of student to carry out the threat  
Student's discipline history  
Credibility of student and willingness to acknowledge his/her behavior ? Credibility of witness accounts

#### Possible Indicators of a Substantive Threat

Specific, plausible details  
Threat has been repeated over time  
Threat reported as a plan  
Accomplices or recruitment of accomplices  
Physical evidence of intent

It is important to note that determining a threat as transient does not mean that the situation is over. It is necessary to determine what follow-up actions are necessary (e.g. counseling, student mediation, etc.)

#### Responses to Transient Threats

Threat **MUST** be resolved through explanation, apology, making amends, etc.  
There is no need to take safety precautions (e.g. no warnings to "victim's" parents, no student release personnel involved, etc.).  
Provide counseling and education where appropriate.  
Administer discipline if appropriate (e.g. reprimand, parental notification, etc.)

#### Responses to Substantive Threats

If a threat is considered substantive, the principal must be contacted immediately, as they are needed for the following steps.  
Determine if substantive threats are serious or very serious.  
Substantive assault threats are classified serious.  
Substantive threats to kill, rape and/or inflict very serious injury are classified very serious. Threats involving weapons are also considered very serious. Such threats are usually felonious.  
Very serious substantive threats **ALWAYS** involve law enforcement (always document information of contacted agent – i.e. badge number, etc.). In such threat situations, it would be useful to have the Campus Supervisor provide recommendations for appropriate action.

#### Conduct an Extended Safety Inquiry.

For all substantive threats, notify the parents of both the potential perpetrator and potential victim(s); if the potential victim(s) is a teacher, he/she must be notified.

Student release personnel must be notified. Both victim and perpetrator should only be released to a parent or guardian. The necessary student release paperwork should be completed by staff at the school at this time.  
Take disciplinary action consistent with school policy (e.g. suspensions/expulsions, demerit system, etc.).  
Identify any other student support or intervention needs (e.g. necessary counseling, 51/50, dispute mediation, etc.).  
Follow-up to verify that the threat has been resolved and interventions are occurring.

NOTE: Threats made via cell phones (e.g. by texting) and on the Internet (via emails, web postings, blogs, etc.) are felonious and can be prosecuted by International Commerce Law. For threats made via websites or cell phones, the above-mentioned steps should be taken. Web posting should also be reported to the site on which they occur.

An evaluation to determine the mental health needs of an individual (e.g. why the threat was made) and propose strategies for reducing risk.

The ESI should be conducted as soon as possible after a very serious threat (if a student was removed from campus by law enforcement, the ESI needs to be completed before he/she returns to campus. The ESI for a student who has been removed from campus may be completed by County Mental Health.

The mental health professional will interview necessary individuals (e.g. student, intended victim and witnesses, student's parents, school staff who know the student, outside professionals who know the student, etc.).

NOTE: A signed release of information form is not needed to complete the ESI, because this involves the immediate safety of a student or students. If a formal evaluation is deemed necessary, based on the results of the ESI, a signed assessment plan will be needed before assessment can begin.

NOTE: Interviewing the potential perpetrator and no other person is NOT a full comprehensive evaluation of whether this student's poses a threat and is potentially on the path toward violence.

## Instructional Continuity Plan

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Denair Unified School District	Denair Unified School District	Terry Metzger, Ed. D. Superintendent	tmetzger@dusd.k12.ca.us 209-632-7514

### Purpose:

Per California Education Code 46393, local educational agencies must provide instructional continuity for students when in-person instruction is infeasible due to certain conditions. Ensuring access to instruction during a natural disaster or emergency is essential to mitigate the negative impacts of lost learning time and support student mental health. This plan addresses the requirements as outlined in California Education Code 46393.

Denair Unified School District's first priority will always be to serve students through in-person instruction as quickly as possible following a natural disaster or other emergency event. Independent study, hybrid, or distance learning will be provided to any student impacted by any of the conditions listed in Educational Code Section 46392 within 10 instructional days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their Individualized Education Programs pursuant to paragraph (9) of subdivision (a) of Section 56345.

### Communication:

In an emergency, students and families will receive communication via phone, email, website, and/or Parent Square within 5 calendar days of the emergency. The district and school websites, Class Dojo (elementary) and Google Classroom (secondary) will be updated with critical information, including the phone numbers and emails that families can use to reach school staff. To ensure ongoing two-way communication, schools and families will connect through phone, email, our communication platforms and virtual meeting opportunities. Additional mass communication methods may also include flyers and text messages. Families can submit questions and concerns, and responses will be compiled and shared with the community through a continuously updated FAQ document.

### Staff Communication:

In the event of an emergency, staff will be notified through phone calls, text messages, and/or emails. In the case of a power outage, administration will communicate with staff via phone calls. Mental health and behavioral support will be available to all staff. Staff will receive training on how to engage students through the online platform, with ongoing support from both site and district administration. Additionally, training on synchronous, asynchronous, and hybrid learning will be provided to support staff in preparation for and during emergencies. Regularly scheduled staff meetings and professional development days will be used to offer continuous support, along with voluntary opportunities for staff to receive further assistance.

### Social/Emotional and Academic Supports:

Information on accessing social-emotional support, mental health services, and academic instruction will be provided. When in-person support is not available, mental health clinicians and behavior specialists will offer remote services. Additionally, support staff and paraprofessionals will be available to assist with instruction and individual student needs, either remotely or in small groups as safety permits. To ensure equitable access to the curriculum and instruction, individual phone calls will be made to EL students and families. Foster and homeless youth will continue to receive support either in person or remotely as needed, ensuring equity, access, and the necessary resources to meet their needs.

### Continuity of Instruction:

Depending on the nature of the natural disaster or emergency, students may receive hard copies of instructional materials, participate in synchronous or asynchronous online activities, or use other forms of communication technology. If in-person instruction is not feasible, classroom teachers will transition to the online platform adopted by the district. Students will access their curriculum and engage in lessons digitally through these platforms for continued learning. The platform will also serve as the mode of communication, assessment, and as a 'digital backpack' to organize and store instructional materials, assignments, and resources.

Teachers will adapt the existing curriculum to deliver online lessons, ensuring ongoing learning and minimizing academic regression.

Support staff, including paraprofessionals, and our school counselor, will be available to assist in the online environment. Specialized staff will provide remote, hybrid, or small group instruction as needed, including enrichment courses.

Student progress will be monitored through formative assessments, checks for understanding, digital assessments, and tracking both synchronous and asynchronous engagement. Communication tools will be used to keep students, families, and staff informed about the learning environment and any instructional adjustments, whether in-person, online, or hybrid. The instructional plan will be implemented as soon as possible, but no later than ten instructional days after an emergency.

#### **Supports for Students with Unique Needs:**

As described above, students with Individualized Educational Programs (IEPs) shall receive the specific services as outlined in the Emergency Conditions Provisions section of their Individualized Education Programs (IEPs). This may include:

- \*Interaction, instruction, and check-ins between teachers and students through the use of computer or communications technology
- \*Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology
- \*The use of print materials incorporating assignments that are the subject of written or oral feedback

Students with IEPs may participate in an independent study program if their IEP states independent study is their recommended and agreed to program.

#### **Enrollment:**

Should an emergency force students to be moved to a school outside their home district, they may be able to attend that school without issue, even if they do not reside in the district, due to the emergency circumstance.

#### **Student Participation and Progress:**

If a student requires Independent Study due to an emergency situation, Denair Unified School District will comply with all relevant education codes, policies, and administrative regulations, including BP 6158 and AR 6158.

#### **Access to Instructional Materials Including Devices and Connectivity:**

Students will have access to instructional materials digitally to ensure equitable access for all. These materials will align with students' independent study plans and/or Individualized Education Plans (IEPs). Should students require technology devices as part of their instructional program during school closures, DUSD will provide them. For students participating in the classroom setting, instruction, assessments, assignments, and work submission will transition to an online learning management system.

#### **Return to Site-Based Learning**

Once DUSD and its community partners determine that it is safe to resume site-based learning, the established communication protocol will be promptly activated to inform families and ensure they are fully informed about the next steps. This communication will include detailed updates on safety measures, health guidelines, and the specific precautions being implemented to protect students and staff. Additionally, the website will be regularly updated with the most current information, including any changes to school schedules, protocols, or learning formats, to keep all stakeholders well-informed. The goal is to provide families with the clarity and reassurance needed to facilitate a safe, smooth, and successful return to campus.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Denair Unified School District's Comprehensive Safety Plan will be reviewed, evaluated and amended (if necessary) by February of each school year.

Pursuant to Education Code Section 35294.6(a), the Denair Unified School District adopted this annual Comprehensive Safety Plan at a regular meeting of the Board of Trustees. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. An updated file containing all safety related plans and materials are available for public inspection in the Denair Unified School District Office.

Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Safety



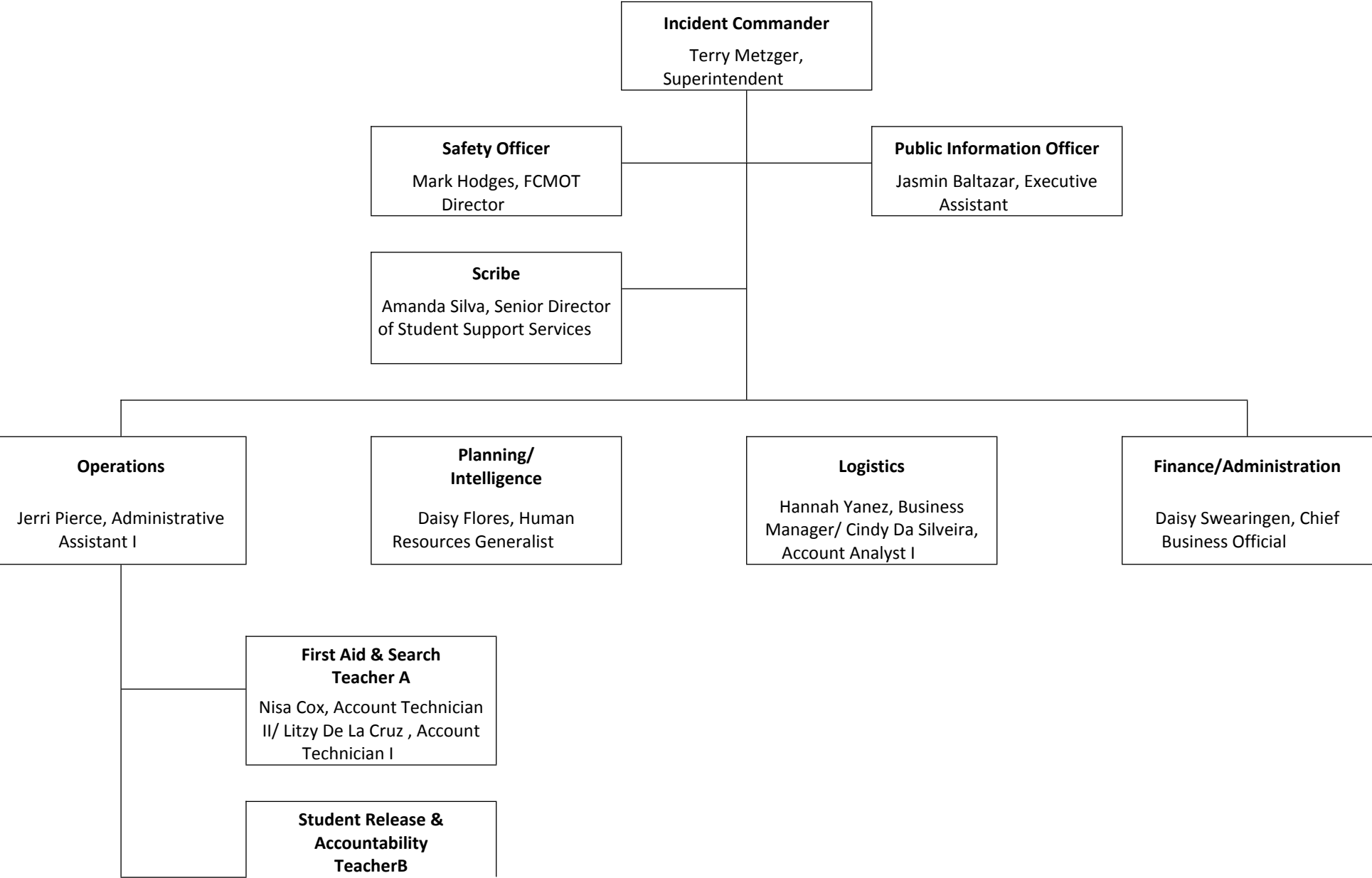


## Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Develop schedules for fire, earthquake and lock down drills; schedule training for staff and students	July – August	Calendar/Schedules
School-site visit safety assessments: Review of Loss Prevention Survey by CRSIG	October – November	CRSIG report (documentation and feedback)
Preliminary school data research for campus assessments; collected from CDE DataQuest, SARC reports.	October - November	Original data available through state reports
Consultation meeting to discuss safety plan goals, project timeline and team members.	December - February	School Site Council Minutes Safety Committee Minutes
DUSD Board Presentation & Plan Approval	February	Meeting agenda
Evaluation	May	



Denair Unified School District Incident Command System



Zenaida Moreno,  
Administrative Assistant II/  
Elvia Brizuela, Bilingual  
Secretary

## **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**

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

### **Step Two: Identify the Level of Emergency**

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

**Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury.

**Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”

**Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **Step Three: Determine the Immediate Response Action**

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

**Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

**Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.

**Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.

**Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

**Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

**All Clear:** Notification is given that normal school operations should resume.

### **Step Four: Communicate the Appropriate Response Action**

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

**Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.

**Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.

**Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice

**Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.

**Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

**All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

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

### **Animal Disturbance**

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

### **Armed Assault on Campus**

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

### **Biological or Chemical Release**

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

### **Bomb Threat/ Threat Of violence**

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

### **Bus Disaster**

Evacuate Bus to a Safe Distance - Seek Emergency Services - Call 911

### **Disorderly Conduct**

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

### **Earthquake**

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

In the Aftermath of the Earthquake:

Campus will be instructed to either Shelter in Place or Evacuate Depending on Location and Proximity and Severity of Incident

Standard Procedures:

1. Ignore all bells.

Specific Procedures:

1. Unlock doors.

2. Take roll book, emergency information packet, and first aid kit.

3. Follow route to evacuation area.
4. If evacuate building occurs when students are not in classrooms, students are to proceed immediately to assigned evacuation area.
5. Students are to stand in lines, facing forward, teachers monitor their classes.
6. Take attendance and indicate all present/missing students with green/red cards.
7. Evaluate the health of each student and administer first aid.
8. Wait for further information

Communication:

1. Use classroom phone for emergencies only.
2. Try to keep students off their cell phones.
3. Only a district spokesperson will provide media information releases.

### **Explosion or Risk Of Explosion**

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

### **Fire in Surrounding Area**

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

### **Fire on School Grounds**

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

### **Flooding**

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

### **Loss or Failure Of Utilities**

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

### **Motor Vehicle Crash**

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

### **Pandemic**

Refer to Special DUSD PLAYBOOK that was created in response to the Covid-19 Pandemic in 2020.

### **Psychological Trauma**

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

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

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

### **Tactical Responses to Criminal Incidents**

#### **Lockdown Procedures**

#### **Unlawful Demonstration or Walkout**

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



**Emergency Evacuation Map**