

**COMPREHENSIVE SAFETY PLAN
&
EMERGENCY OPERATIONS PLAN**

**Pioneer Union Elementary School District
286 Ruckerfeller Road
Berry Creek, CA 95916
(530) 589-1633**



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Superintendent/Principal**

UPDATED – February 1, 2026

A current copy of this plan shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.

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Pioneer Union Elementary School District Disaster Preparedness Plan & Emergency Response Safety Plan

PURPOSE

This plan has been prepared so that in the event of a disaster, all conceivable actions, which can be taken to ensure the safety and welfare of students and staff, will be implemented. Preparing staff, students, and parents with appropriate instructions and practice in how to act and react in case of an emergency will effectively minimize the problems that will arise in such a situation. The major objectives of this plan are to save lives and give aid to disaster victims. An overall school safety plan requires a process for identifying security needs, developing prevention and intervention techniques, evaluating physical facilities, and providing communication with staff and students. This plan has been developed in compliance with California Administrative Code Title V, Education, Section 560, and in cooperation with state, county and city emergency service officials.

This plan includes specific courses of action to be taken in case of an emergency or disaster. Each employee of this district is expected to be completely familiar with this plan so that he/she will be prepared to carry out appropriate responsibilities in an emergency.

The State of California Government Code* states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

This plan was developed based on a similar plan developed by Manzanita Elementary School District. Many thanks are expressed to Manzanita Elementary School District who shared their district’s plan with us. The final plan was compiled, organized and edited by the Pioneer Union School Site Council, who deserve credit for the product in its final form.

*State of California Government Code, Chapter 8, Division IV, Title I

Activation of Emergency / Disaster Communication System

Purpose: To mobilize as soon as possible all district and community resources to respond to the emergency or disaster.

First Priority: Health and Safety of Students/Staff

- Call 911 – to activate the medical, fire, law enforcement, and emergency services.

Second Priority: Notification of Main Office(s)

Call

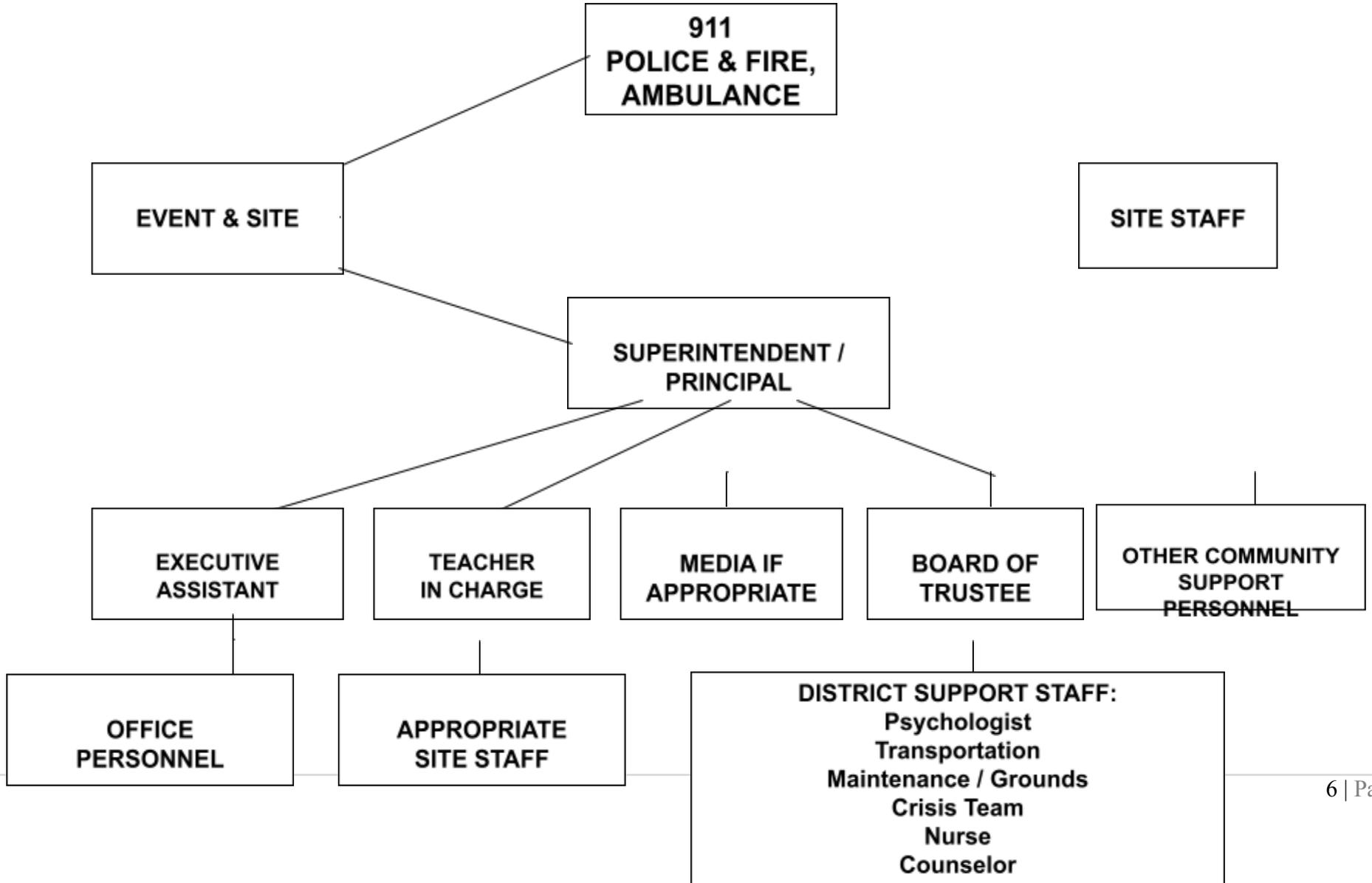
- Superintendent/Principal (530) 589-1633 Ext. 102
- Executive Assistant (530) 589-1633 Ext. 101
- School Secretary (530) 589-1633 Ext. 100

Important Telephone Numbers

NOTE: EMERGENCY NUMBER FOR AMBULANCE, FIRE, and SHERIFF IS 911

Ambulance (emergency)	911
American Red Cross	530-891-0885
Butte County Sheriff	911
California Forestry Dept.	530-533-6363
California Highway Patrol	911
Child Protective Services	1-800-824-0902 or 530-538-7617
Civil Disaster	911
Crisis Line	1-800-334-6622
Emergency Broadcast System	530-948-5569
Emergency Care for the Deaf (TDD)	530-948-5569
Emergency Medical Care	911
Fire Department	911
Fire Department and Paramedics	911
Pollak, Darcy (Superintendent/Principal)	530-589-1633 (work)
Highway Conditions Information	530-534-7900
Homeless & Emergency Runaway Effort (HERE)	530-891-2794
	Information referral available 24 hours
	Youth Crisis Services, age 10-17 years
Mental Health Department	1-800-334-6622, Office of the Day available for Crisis Intervention 8:00 a.m. – 4:00 p.m. Monday Through Friday: Call number above if needed after hours or on weekends.
Emergency Self-Referral and Outpatient	530-891-2810
Inpatient	530-891-2775
Cardwell, Nicole (Executive Assistant)	530-589-1633 (work)
Office of Civil Disasters/Communications	530-538-7373
Oroville Hospital	530-533-8500
Pacific Gas & Electric	1-800-743-5000
Rape Crisis	530-342-7273

Disaster Preparedness Plan & Emergency Response Safety Plan Communication System



GENERAL COMMENTS

- All visitors, including service persons and visiting “high schoolers’,” upon arrival on the school campus, must, by law, check in at the school’s office, and appropriately identify themselves. The administrator or designee must allow or disallow presence on the campus.
- All emergencies must be reported to the administrator/office, as soon as possible.
- The names of all missing and injured students must be reported to the administrator/office as soon as possible.
- Unsupervised students must immediately go to the cafeteria for direction and supervision.
- Release of students will occur in the cafeteria, under the direction of the Superintendent. A visible sign will be posted to direct parents to the cafeteria. Students will typically stay in classrooms and an assigned employee will go to the classroom, call the student out, take to the cafeteria, and turn over to parent (after a sign-out).
- The “command post” will be in the office, with the Executive Assistant operating the office.
- Staff members not supervising students will report to the office for assignments.
- The First Aid Station will be in the office/Library, depending on the need.
- The administrator will coordinate all activities and will serve exclusively as media liaison. The press shall be permitted to approach staff or students only after the administrator determines that such a conflict would not adversely affect the staff or students.
- Doors will be locked, windows closed, and drapes drawn in an emergency, as the situation dictates.
- All power equipment in the event of a natural disaster shall be turned off.
- Students shall be “retained” until an “all clear” signal is given.
- The Maintenance man will supervise/perform “clean up” immediately following a disaster to completely clean and repair damages so the school can open as soon as the following day. The administrator will employ additional people as needed.
- The school psychologist and counselor will provide counseling for any resulting trauma affecting students and staff. Additional assistance will be solicited from other countywide school districts (“mutual aid” agreement), as needed.
- The administrator at Pioneer School District is both the Superintendent and Principal; therefore, any reference herein to either position involved the same person. This person or his/her designee shall declare an emergency, and will request any/all outside agency assistance.
- In an emergency, the “private” line in the office will be used only by the Superintendent/Principal, and Teacher-In-Charge, Business Manager and/or Administrative designee(s). This is especially important in order to provide uninterrupted communication with the County EOC.
- Injured students and staff will be transported to the hospital by ambulance, by parents, and/or appropriate staff (if all else fails).
- If the standard route for transporting injured students is obstructed, persons doing transport will take best alternate routes, even take to alternate hospitals (Yuba City; Gridley; Chico).
- Periodic practice Protocols will be held to ensure procedures for dismissals run smoothly.
- It is important to control rumors. This is best done through an “information post” (the office). The Administrator will serve as the official media liaison. The Executive Assistant/office clerk

shall, at the Administrator's direction, publish written communications to staff (for sharing with students), parents, community members, and media. The "information post" will provide for swift parental contact and an outside line for specific communications. Updated information on the status of a crisis shall be issued at regular intervals so as to minimize rumors and interruptions.

- The Administrator and Executive Assistant/office clerk shall act as police contacts.
- Media may only assemble in the staff room (main building). No onlookers will be allowed on or near the campus.
- The Executive Assistant/office clerk shall also take messages and record incidents (hour-by-hour log of events) for documentation purposes. A designated employee shall hand deliver written communications to staff.
- The Administrator shall call the police, as needed, to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, the number of officers on campus will gradually be reduced. When the situation is controlled, the officers will leave the campus calmly.
- Police staff become primarily responsible for enforcing the law and will insist on final decision-making in all matters involving their sworn obligations.

GUIDELINES FOR POLICE INTERVENTION IN SCHOOL DISRUPTIONS

It should be noted that before requesting direct police intervention, every effort to settle a disruption should be made by staff. The police department, however, should be notified of the school disturbance as a matter of record and reference for any future need for assistance.

School and police officials respond to a disturbance in accordance to the level of intensity. The three levels are:

Level 1-the disturbance is confined to one area and without threat to students or staff. School personnel would respond by containing or removing persons involved with minimum interruption.

Level 2- the disturbance is mobile and/or poses a direct threat to students/staff. The school would remain open, but security forces would isolate the disruptive activity, detain individuals involved, and terminate the threat of escalation. As many school personnel as possible should carry out school operations during the disturbance.

Level 3 -the disturbance prevents regular school operations to continue, there are serious threats to student and staff safety; the situation is no longer within the school's control. The principal would request police assistance in accordance with guidelines previously established in the written memorandum of understanding; school would be closed and responsibility for controlling a situation would be assumed by the officers assigned; authority to end the disruption would shift from the school administrator to the police officer in charge. However, responsibility for maintaining safety and order among the students and staff, and responsibility for the facility would remain with the school and district administration.

District/School

Duties and Responsibilities

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who* does *what*, *where*, and *how* – before such a disaster occurs.

Among the many responsibilities of the individual school sites during an emergency or disaster are those listed below. For each position, list site-specific responsibilities as well as a designee or back-up person in the event the primary person is not available.

Superintendent/Principal

The District Office, under the direction of the Superintendent/Principal or designee, shall have the primary responsibility for providing assistance and maintaining all communication and coordination for Pioneer School District in an emergency or disaster. Since PUESD is a single school district, district and site responsibilities are synonymous. Among the specific functions of the Superintendent and Cabinet are the following:

1. Act as the Public Information Officer (PIO) - Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the Superintendent, site principal, and City/County Offices of Emergency Services. The press should be handled by the PIO exclusively and permitted to approach staff and students only after it has been determined that this contact will not cause any adverse effects. The duties of the PIO may include preparation of press releases, communication with parents and with all outside agencies, establishment of on-site rumor control/information post, and other related duties.
2. Acts as a direct liaison between Psychological Services, Child Welfare and Attendance, and Student Services. Using all available information, determines where these personnel can best be utilized, and assigns them accordingly.
3. Coordinates the District Crisis Resource Team.
4. Establish an office communications center and assign office personnel to duties in the emergency headquarters, specific facilities.
5. Maintain communication with the Board of Education.
6. Maintain communication and provide direction to individual school sites and appropriate office staff.
7. Ensure that there is a prearranged communication system in place between the offices and the affected sites in the event that the regular telephone system is disrupted by the conditions of the disaster or emergency.
8. Work with office personnel directly to the site of the emergency or disaster to:
 - a. Assess the severity of the disaster and report the extent of the needs.
 - b. Assist with the supervision and care of students and staff.
 - c. Assist site staff with communication needs.
 - d. Coordinate and provide for transportation and maintenance needs.
 - e. Assist with search-and-rescue activities.
 - f. Assist with pupil release and/or evacuation procedures.
 - g. Provide supplies for care and shelter needs.

- h. Maintain coordination and communication with the Emergency Medical System and other outside agencies.
9. Review and update the site level plan annually, with particular attention to the unique characteristics of the site.
 10. Post and regularly update a checklist of available emergency equipment supplies and emergency telephone numbers.
 11. Establish a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, to include both bell and voice signals.
 - b. System for voice-to-voice communication to use with electricity (intercom, public address system) and *without* electricity (battery-operated bullhorns, two-way radios).
 - c. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - d. Designation of a telephone line and number to be used only by the principal (or authorized person) and the Superintendent.
 - e. Establishment of a Communication Center in a location accessible to parents, interested community members, and media handle inquiries, rumor control, and information in an orderly fashion.
 - f. Designation of a spokesperson to advise the media and respond to questions and concerns. (The press should be handled by the designated spokesperson exclusively and permitted to approach staff or students only after it has been determined by District Office officials and/or the site spokesperson that such contact would not adversely affect staff or students.)
 - g. Designation of a person for recording incidents for documentation purposes.
 12. Ensure that teachers are trained in responsibilities during disaster and Protocol procedures.
 13. Ensure that each classroom contains a current emergency folder, properly labeled and located in a prominent place. Add to sub plans
 14. Assign the following duties to school staff:
 - a. Patrol main entrance to direct emergency personnel, parents, and district staff to appropriate areas and to prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room and area to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destination.
 - g. Supervise Pupil Release Procedures
 - h. Check building utility systems and appliances for damage and possible shut-off.
 - i. Provide for fire control.
 16. Ensure that all key staff members –him/herself included –know where main utility shut-off valves are located.
 17. Maintain a current inventory of available food/water supplies, and to ensure access to all food storage areas in an emergency.
 18. Schedule various disaster Protocols and to review the disaster plan with staff, students and parents.

Executive Assistant

- Search and rescue--conduct team; report emergency needs to the school's communication center; locate missing students and personnel.
- Student safety and evacuation—patrol and monitor campus; check all evacuation routes for safety.
- Take direction from the principal; act as liaison between the principal and staff.

Transportation/Maintenance

Plans and provides transportation services as needed by school sites to transport students home or to evacuate students and staff to congregate care centers. In the event of a disaster, which disrupts normal communication channels (e.g. phones), will assign a bus with a two-way radio to each site involved in the disaster.

Procures, distributes, and accounts for supplies, equipment and other resources as needed. Assigns maintenance personnel to school sites as necessary and in order of highest to lowest priority. Assists custodial staffs at school sites as necessary, ensuring that all gas, water, and electricity is shut off or provided under safe conditions. Provides crew to be called in immediately following a disaster to completely clean and repair damages as soon as possible.

- Maintain tool inventory for emergency use.
- Utility systems and appliances—check for damage; if necessary, shut off main power and/or gas.
- Fire control—extinguish small fires before they get out of control.
- Coordinate entrance and exits of emergency personnel and vehicles.
- Seal off and indicate areas where hazardous materials have been spilled.
- Other:

School Secretary

- In charge of Pupil Release/Evacuation Procedures
- Assist principal in sounding emergency action signals.
- Ascertain location and safety of office staff.
- Establish and coordinate Communication Center.
- Keep school radio tuned to (KPAY AM 1290; FM 95.1 or 1250 AM emergency radio) monitor and disseminate pertinent information.

First Aid Personnel/Nurse

Back-up person- School/District Secretary and Maintenance Supervisor

- Acts as medical/health coordinator, assisted by school health clerks. Allocates medical care and supplies as needed, maintains casualty reports, and in the case, of a major disaster, works in coordination with the Public Health Services.
- Administer first aid/CPR as necessary to students and staff.
- Distribute first aid supplies as necessary.
- Work with emergency medical personnel.

Food Service Personnel

Oversees the proper storage, preparation and delivery of food and water to the various sites as necessary. If the extent of the disaster dictates that schools become congregate care centers, will work with other community and government agencies to ensure that adequate water and food supplies are made available at each center.

Other District Personnel

Perform duties as directed by their supervisors. In the event that any non-school-site personnel are in transit within the district when an emergency occurs (e.g. an earthquake), they are to report to the nearest school site as soon as it is safe to do so and report their location to their supervisors. (California Government Code, Ch.8, IV, Title I)

School Psychologist

- Provide crisis intervention and emotional support of staff, students and parents.
- Coordinate debriefing meeting.

*Teachers***ALWAYS REMEMBER:**

- 1 **SAFETY FIRST-PERFORM Protocol/PROCEDURE**
 - Respond, with students, to emergency alarms.
 - Carry emergency classroom folder when evacuating room.
 - Remain calm; supervise and ensure student safety at all times.
- 2 **ACCOUNT FOR KIDS**
 - Immediately take student attendance; notify school Communication Center of missing/ injured students.
- 3 **CONTACT OFFICE/NECESSARY AGENCY**
- 4 **FOLLOW CHECKLIST-OBTAIN PERTINENT INFORMATION**
 - Stay in position until the administrator gives the all clear or direction.
 - Administer first aid as necessary.
 - Release student as per Pupil Release Procedures
- 5 **OFFICE WILL MEET WITH EMERGENCY PERSONNEL**

Policy and Compliance

Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at Berry Creek School that every student who attends our school will be provided with an environment in which students feel physically safe and experience a positive school climate in all activities, both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, inclusive, and nondiscriminatory learning environment where all students can feel comfortable and take pride in their school and achievements.

Berry Creek School administration encourages staff to teach students about the meaning of human dignity and mutual respect, and to employ cooperative learning strategies that foster positive interactions among students from diverse backgrounds in the classroom.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff will encourage and reward success and achievement, participation in community projects, and positive student conduct.

Berry Creek School promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations and instill relational skills to be used throughout a lifetime. Staff receive training which implements and supports conflict resolution (California Education Code sections 32230-32239, 35160, 35160.1, 44806).

Pioneer Union Elementary School District remains in compliance with existing school safety laws. This plan outlines several critical elements for maintaining a safe school environment.

Conduct

Berry Creek School administrators believe 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, or while using Berry Creek School 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 the Pioneer Union Elementary School District Superintendent's Policy and Administrative Regulations. Students and parents/guardians shall be notified of school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.

3. Harassment or bullying of students or staff, including, but not limited to, cyber-bullying, Intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "bullying/cyber-bullying" below. Cyber-bullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a phone, computer, or any wireless communication device. Cyber-bullying also includes accessing another person's electronic account and assuming that person's identity in order to damage that person's reputation.

4. Damage to, or theft of, property belonging to students, staff, or Berry Creek School Pioneer Union Elementary School District.

5. Possession or use of a laser pointer, 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.

6. Use of profane, vulgar, or abusive language.

7. Plagiarism or dishonesty on schoolwork or tests.

8. Inappropriate attire.

9. Tardiness or unexcused absence from school.

10. Failure to remain on school premises in accordance with school rules.

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor for further investigation.

Students who violate school rules may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Pioneer Union Elementary School District Superintendent's policy and administrative regulations.

Students also may be subject to discipline, in accordance with law, board policy, or administrative regulation, for any off campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Emergency Procedures for Students with Disabilities

Individualized emergency procedures may be developed for students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

The principal or the principal's designee is responsible for identifying students who require additional assistance during emergencies. The principal or designee will collaborate with designated certificated staff (including classroom teachers) and ensure that the Comprehensive School Safety Plan meets the needs of every student.

Any documents or individualized plans created for a specific student are confidential, will not be released to the public, and will be used solely for internal purposes.

Child Abuse Reporting and Prevention Procedures

Child Abuse Reporting

Child abuse reporting law (Penal Code section 11166) and administrative regulation require that any Pioneer Union Elementary School District employee who has reason to believe that a child has been subjected to abuse, should report the incident to the proper authorities.

Child abuse is defined as physical abuse, neglect, sexual abuse, and /or emotional maltreatment of a person under the age of 18 years. (Definitions contained in Penal Code Sections 11165.1 -11165.5)

Mandated Reporter

According to Penal Code Section 11165.7, employees of Berry Creek School are mandated reporters. Mandated reporters are required to report instances of suspected child abuse or neglect. Volunteers are not mandated reporters but are encouraged to report suspected child abuse or neglect.

Certified and classified of Berry Creek School are required to report child abuse immediately or as soon as practically possible to the Butte County Department of Employment and Social Services by telephone. A written report must be submitted to the designated child protective agency within at least 36 hours.

To report known or suspected child abuse, any employee shall report by telephone to the Butte County Department of Employment and Social Services at 1-800-400-0902.

Verbal reports will include:

- a. The name of the person making the report
- b. The name of the minor
- c. The present location of the minor
- d. The nature and extent of any injury
- e. Any information requested by the Butte County Department of Employment and Social Services, including the information that led the mandated reporter to suspect child abuse

- f. At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Within 36 hours of making the telephone report, the mandated reporter will complete and mail a written report to the Butte County Department of Employment and Social Services at 202 Mira Loma, Oroville, CA 95965

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572)

The mandated reporter may request and receive copies of the appropriate form either from the Pioneer Union Elementary School District or directly from the Butte County Department of Employment and Social Services. Mandated reporters may request assistance from the administrator of Berry Creek School in completing and mailing the form; however, the mandated reporter remains responsible for ensuring the written report is properly filed.

1. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator as soon as possible after the initial verbal report by telephone. Upon notification, the site administration shall inform the Superintendent or designee.
2. Administrators notified of suspected child abuse shall provide the mandated reporter with any assistance necessary to ensure that the verbal and written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Director may assist in completing and filing forms.

Reasonable suspicion – means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166) However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect.

Legal Responsibility and Liability – California Penal Code section 11172(a)

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than \$1000, or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report jointly have knowledge of a suspected instance of child abuse, and when there is agreement, a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so has a duty to make the report, that person then has a duty to do so.
4. Reporting child abuse is an individual duty; no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to a Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Director *shall not* notify the parent or guardian as normally required in other instances of removal from school, but shall provide the peace officer with the address and telephone number of the child's parent or guardian. The peace officer is responsible for notifying the parent or guardian of the situation.

*Peace officers will need to sign an appropriate release or transfer of custody form to be kept in the student's confidential file.

Refer to Superintendent's Policy AR 5141.4 REGULATIONS REGARDING CHILD ABUSE PREVENTION AND REPORTING

Supervision and Protection

Employees receive annual training on "Understanding Boundaries" through the Keenan SafeSchools training platform. The course is designed to identify opportunities for prevention through policies and practices that protect both staff and students, and to review the responsibilities of school staff members as mandatory reporters of child abuse.

The school has a policy on supervision and protection of students from child abuse, neglect, and sex offenses. The policy includes guidelines on professional boundaries between employees and students, as well as appropriate limits on contact during and outside the school day.

Policy Sections:

SP 5145.3 – Non-Discrimination/Harassment and Intimidation

AR 5145.3 – Regulation Regarding Non-Discrimination/Harassment and Intimidation

SP 5145.7 – Sexual Harassment

AR 5145.7 – Regulations Regarding Sexual Harassment

Policy Location:

The policies can be found using the link below and clicking "5000. Students."

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36031396>

Notifying Teachers of Dangerous Pupils

When the Berry Creek School becomes aware that a student has engaged in, or is reasonably suspected of having engaged in, any act during the previous three years that could constitute grounds for suspension or expulsion, especially acts of violence, except the possession or use of tobacco products, a separate and confidential file shall be created for that student. This information shall be based upon written district records and/or records from a law enforcement agency. (California Education Code 49079)

When such a student is assigned to a teacher, the Director or Principal shall provide the teacher with written notification of the existence of information under EDC 49079, and shall not name or otherwise identify the student. The teacher is asked to review the student's separate and confidential file in the office, at this time, the student's identity will be made known confidentially. Teachers are informed that such information will be kept in the strictest confidence and disseminated no further, including verbally. This shall apply to all certificated personnel likely to contact the student, including the student's homeroom or classroom teachers, special education teachers, coaches, and counselors. (California Education Code 49079, California Welfare and Institutions Code 828.1)

When informed under Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not, therefore, constitute grounds for suspension or expulsion, the Director or designee *may* so inform any teacher, counselor, or administrator whom he/she believes needs this information to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. (California Welfare and Institutions Code 828.1)

California Education Code section 49079:

- a) A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of section 243 of the California Penal Code, to another person. The district shall provide the information to the teacher based on any written records of the district maintains or receives from a law enforcement agency regarding a student described in this section.*
- b) No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the district has made a good-faith effort to notify the teacher.*
- c) The information provided shall be from the previous three school years.*
- d) Any information received by a teacher under this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by that teacher.*

School Crime Assessment

In compliance with SB 187 SP 334, the Pioneer Union Elementary School District will compile statistics about school crimes committed on or adjacent to its campuses. Berry Creek School will provide an annual analysis of incidents in the school safety section of its annual **Local Control and Accountability Plan (LCAP)**, which may be found here: WEB ADDRESS. The information obtained will assist Berry Creek School and the Pioneer Union Elementary School District in developing programs to reduce incidents of crime in schools. This assessment may include information obtained from the following sources:

- Office Referrals

- Attendance Rates
- Suspension/Expulsion Data
- California Healthy Kids Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

Each year, the school site council reviews this data and outlines plans for improvement in areas where needed.

School-wide Dress Code Relating to Gang-Related Apparel (EDC 35183), (SP 5132)

The Superintendent of Schools holds high expectations for students and believes they will present themselves in an orderly manner conducive to advancing education. Their appearance is expected to be neat, acceptable to the general society, and in keeping with the activity at the particular program.

Students should not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

General Dress Guidelines

- Students may dress according to gender identity, expression, religion, or cultural practices.
- Students can express their individuality through clothing unless it:
 - It is unsafe for them or others.
 - Disrupts school operations or learning.
 - Violates the law.
 - Promotes alcohol, drugs, or tobacco use.

Prohibited Restrictions

- Dress codes must not:
 - Discriminate based on civil rights.
 - Impose specific moral or religious views.
 - Control personal style or taste.

Policy Enforcement

- Administrators are responsible for enforcing the dress code fairly and without discrimination based on gender, sexual orientation, race, ethnicity, income, body type, or size.
- Dress code violations should not be addressed in front of others or during class when possible.
- Repeated violations may lead to disciplinary action.

Gang-Related Apparel

- Schools may ban gang-related clothing if gangs are present and disrupt activities.
- Such decisions must be free of bias related to race, ethnicity, immigration status, or other protected traits.

Safe Ingress and Egress - Safe School Zones: California Penal Code Section 626

General Information

The Pioneer Union Elementary School District takes pride in schools and aims to provide a safe environment for all students, parents/guardians, school employees. Our schools take measures to ensure safe ingress and egress to and from the school for pupils, parents/guardians, and school employees. Safe ingress and egress will be maintained by periodical review of procedures for ingress and egress. Our schools will ensure that all passageways to and from school buildings, corridors within school buildings, and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic.

A Safe School Zone, according to the California Penal Code Section 626, is any area within 1,000 feet of a school and any area within 100 feet of a designated bus stop during regular school hours or within 60 minutes before or after any school-sponsored activity on the campus. Safe school zone laws will be enforced during these times and all suspicious activity will be reported to police.

Schools within the Pioneer Union Elementary School District have developed plans to ensure the safe arrival and departure of students, staff, and visitors. We encourage input from our community and we review these plans on an annual basis. Any problems associated with safe ingress and egress will be addressed immediately. If you have concerns regarding safe ingress and egress, please contact Berry Creek School directly.

Signage clearly displaying Berry Creek School's name and address are prominently displayed to facilitate ease of locating the school, its entrance, and proper ingress/egress not only for parents/guardians, staff, and students, but also for first responders. Building numbers are clearly marked and maintained. Emergency curbs are marked with red paint and parking signage correctly delineates appropriate parking areas for staff and visitors.

The entrance to Berry Creek School is clearly marked and designated as the primary point of ingress and egress. Directional signage indicates traffic flow and creates consistency in entering and exiting the facility. All visitors are required to check in at the reception area utilizing designated check-in protocols. If there are questions, please ask. Do not enter the school grounds without checking in.

Visitors on School Campuses

Berry Creek School believes that it is important for parents/guardians and community members to take an active interest in the issues affecting schools and students. Therefore, Berry Creek School encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, procedures have been established that facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic recording device may be used by any person in a classroom without the teacher's AND principal's permission.

Berry Creek School encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing appropriate complaint processes if there are concerns with any program or employee. The principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of a Registered Sex Offender on School Campus

Any person who is required to register as a sex offender, including a student's parent/guardian, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal may consult with local law enforcement authorities or district legal resources before allowing the presence of any such person at school or other school activities. The principal shall report to the county Superintendent or designee anytime he/she gives such written permission.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted and is valid.

Bullying, Discrimination, Intimidation, Harassment, & Hate Crimes

General Information

The Pioneer Union Elementary School District believes all students have a right to a safe and healthy school environment. The district, its schools, and the community must promote mutual respect, tolerance, and acceptance. Any act of bullying, intimidation, or harassment, including direct physical contact, gestures, comments, threats, or actions, either written, verbal, or physical, which cause, threaten to cause, or are likely to cause bodily harm, social isolation, manipulation, or personal degradation, will not be tolerated. This includes any campus, at any school activity, whether on or off campus, while traveling to and from school or a school-sponsored activity, or during lunch.

Descriptions:

- Bullying is behavior that seeks to harm, intimidate, harass, or coerce someone who is perceived as vulnerable. This behavior is usually ongoing or repeated and often targets the same individual or individuals.
- Discrimination is the unjust or prejudicial treatment of a person or persons based on specific classifications as defined and protected under the Constitution and state or federal law. Examples include race, age, sex, religion, color, national origin, and disability.
- Intimidation is to force some action into, or deter from, by inducing fear.

- Harassment is ongoing, cruel, threatening, or insulting behavior.
- Hate crimes are crimes that are committed against persons belonging to protected classes and motivated by discrimination or hate. It is important to understand the difference between crimes and free speech. While speech itself is not usually a crime, it can be if it is threatening. Non-criminal speech may still violate district or school policies and result in disciplinary action.
- A “school-related” or “school-sponsored” activity is one that is approved by the Director and/or his/her designee and supervised by assigned school personnel.
- Bullying and Intimidation

BP 5131.2

The Superintendent is committed to protecting students from the harmful effects of bullying on their well-being, learning, and attendance and to ensuring a safe environment free from physical or emotional harm.

Bullying Prohibited

No individual or group may harass, sexually harass, threaten, intimidate, cyberbully, harm, commit hate violence, or retaliate against students or school staff. This includes actions taken physically, verbally, visually, in writing, or through other means.

Anti-Bullying Strategies

- The Superintendent or designee will work with students, parents/guardians, staff, and community organizations to prevent bullying.
- These strategies will be included in the comprehensive safety plan, the Local Control and Accountability Plan (LCAP), and other district or school plans.

Handling Complaints

- Bullying complaints will be thoroughly investigated. Bullying involving discrimination will be resolved under the district's uniform complaint procedures outlined in AR 1312.3.
- If the complaint concerns non-discriminatory bullying, the principal or designee will take all necessary actions to resolve it.

Support for Victims

- If a student has been a victim of bullying as defined in Education Code 48900, the Superintendent or designee may recommend transferring the student to another school.
- If the parents/guardians request a transfer under Education Code 46600, it will be allowed in accordance with district policies on intra-district or inter-district transfers.

Consequences for Employees

- Employees who engage in or permit bullying or retaliation will face disciplinary action, including dismissal.

AR 5131.2

Bullying is aggressive behavior where there is an imbalance of power aimed at causing harm. It can be physical, verbal, or social and may be a single act or repeated behavior. Bullying includes, but is not limited to, actions described in Education Code 48900(r).

Cyberbullying is bullying done online, such as sending hurtful messages, threats, or harmful images, hacking into someone's account, or pretending to be online to harm their reputation.

Types of Bullying Prohibited by the District:

Physical Bullying: Hitting, kicking, pushing, tripping, damaging possessions, or making cruel gestures.

Verbal Bullying: Saying or writing hurtful things like teasing, name-calling, threats, or inappropriate comments.

Social/Relational Bullying: Damaging someone's reputation or relationships by excluding them, spreading rumors, or embarrassing them.

Cyberbullying: Sending hurtful texts or emails, spreading rumors online, or sharing embarrassing photos or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee will take steps to prevent bullying in district schools, including:

Ensuring each school sets clear behavior rules and promotes a positive, supportive school environment.

Providing students with information about bullying rules, how to report incidents, and the consequences of bullying through handbooks, websites, social media, and other age-appropriate methods.

Encouraging students to report bullying or suspected bullying to staff and offering ways to do so confidentially or anonymously.

Reviewing bullying incidents and, if needed, increasing supervision in areas where bullying happens most, such as playgrounds, hallways, restrooms, and cafeterias.

As required by Education Code 234.1, Annually reminding district employees that they must intervene immediately to stop bullying if they witness it and it is safe to do so.

Staff Development

The Superintendent or designee will:

1. Annually provide all certificated staff and employees who regularly interact with students access to the California Department of Education (CDE) online training module on bullying and cyberbullying. This training includes identifying bullying behaviors and strategies for addressing them (Education Code 32283.5).

2. Offer training to teachers and school staff to ensure they understand the district's legal responsibility to prevent discrimination, harassment, intimidation, and bullying. This training will help staff:
 - Address the diversity of the student body and discuss different immigration experiences.
 - Teach students to recognize bullying behaviors and understand the roles of bullies and victims.
 - Recognize signs of bullying or harassment.
 - Take immediate action to stop bullying when observed.
 - Report incidents to the appropriate authorities, including law enforcement, when criminal behavior occurs.

Information and Resources

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

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

The definition of sex discrimination and harassment as described in Education Code 230, including the rights outlined in Education Code 221.8

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website according to Education Code 221.6

District policies on student sexual harassment, prevention, and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs, 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 bullied or witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a bullying report 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 per AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be allowed 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.

The principal shall notify the district compliance officer identified in AR 1312.3 within two business days of receiving a report of bullying.

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 another 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 student's privileges and 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.

Sexual Harassment

Sexual harassment of or by any student by anyone in or from the school is prohibited.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they do not need to endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The board expects students or staff to immediately report incidents of sexual harassment to the Director or designee or to another Pioneer Union Elementary School District administrator.

Any student who feels that he/she is being harassed should immediately contact the Director or designee or another district administrator to file a complaint.

The Pioneer Union Elementary School District and Berry Creek School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated any way that respects the privacy of all parties concerned.

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

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to or rejection of conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited throughout the Pioneer Union Elementary School District in which may constitute sexual harassment include:

- Unwelcome and ongoing leering, sexual flirtations, or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures, or gestures.
- Spreading sexual rumors.
- Touching an individual's body or clothes in a sexual way.
- Cornering or blocking abnormal movements.
- Displaying sexually suggestive objects.
- Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or someone cooperating in the investigation of a sexual harassment complaint.

Enforcement

The Director or designee shall take appropriate actions to reinforce Berry Creek School's sexual harassment policy. These actions may include:

- Removing vulgar or offending graffiti.
- Providing staff in-service and student instruction or counseling.
- Taking appropriate disciplinary action as needed.

Hate Crime Reporting Procedures and Policies

Crimes against persons of any kind will not be tolerated by the school and will be reported to law enforcement. In addition to and separate from any law enforcement action which may take place, school discipline may be administered. Crimes which are committed against persons of protected classes AND are committed primarily because of that person's status within a protected class are subject to criminal enhancements. This is called a 'hate crime' and is handled by law enforcement and the justice system. Criminal enhancements can substantially increase punishment for those crimes. If you believe you are a victim of crime, you are encouraged to report the crime to law enforcement. You are also encouraged to report any crimes to the school administration. Law enforcement and school administration have different roles. While situations may be handled differently, they are handled in cooperation with each other, as well as prosecutors and victim services. Your school can be a good resource for services you may need if you are a victim of crime.

It is important to understand the difference between crimes and free speech. While speech itself is not usually a crime, it can be if it is threatening. Non-criminal speech may still violate Pioneer Union Elementary School District or Berry Creek School policies and result in discipline.

LOCAL LAW ENFORCEMENT AGENCY will maintain documentation of hate crimes which occur on or related to Berry Creek School. Berry Creek School may coordinate with Pioneer Union Elementary School District to obtain data related to hate crimes which occur on or are related to Berry Creek School and/or events and include them in annual reporting requirements.

If any district or school employee is notified of the occurrence of a hate crime related to Berry Creek School, they shall immediately notify the Director of Berry Creek School and obtain medical services via 911 for the victim if appropriate.

If the victim of the hate crime is a student or minor, the district or school employee shall document the facts in writing to the best of their ability, including names, dates, times, and details of the event or incident reported. Actions taken by the employee shall be included in the report. The report shall be provided to the site administrator as soon as possible.

Discrimination and Harassment

The Berry Creek School has a discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

Policy Sections:

SP 5145.3 – Non-Discrimination/Harassment and Intimidation

AR 5145.3 – Regulation Regarding Non-Discrimination/Harassment and Intimidation

Policy Location:

The policies can be found using the link below and clicking “5000. Students.”

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36031396>

Active Assailant Drills

Berry Creek School utilizes the federal Run, Hide, Fight model when preparing for active assailant incidents. Run, Hide, and Fight training is completed with staff through discussions and tabletop exercises. Emergency training with students and staff includes lockdown drills, focusing on:

- Locking doors
- Covering windows
- Identifying safe areas

- Testing communication systems

High-Intensity Drills

Berry Creek School does not conduct high-intensity drills that simulate active assailant incidents. These include:

- Theatrical makeup, blood simulations, or gunshot wound effects
- Actors posing as assailants or victims
- Simulations encouraging physical resistance (e.g., throwing objects, swarming)
- Use of real weapons, blanks, or explosions

Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, Berry Creek School ensures:

- Drills are age-appropriate and developed with guidance from school-based mental health professionals.
- Parents, guardians, teachers, administrators, and staff receive prior notice, including the expected duration of the drill.
- Parents and guardians can opt their student out of the drill.
- Drills are announced immediately before and after completion.
- Notification is sent to parents once the drill concludes.
- Resources for anyone who is negatively affected by a drill

Sample Drill Notifications

Appendix A – Pre-Drill Notification

Appendix B – Post-Drill Notification

Appendix C – School Safety Drill Opt-Out Form

Reporting and Assessment Procedures

Berry Creek School uses a multidisciplinary behavioral threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus. The behavioral threat assessment team can also be utilized to assess any concerning or prohibited behavior.

Any school employee interacting with students grades 6-12, who observes a threat or perceives a threat that a student is going to “commit a homicidal act related to school or school activity,” is to immediately report such threat to law enforcement (49393 EDC).

A threat or perceived threat may be based on a student’s “possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a

social media post, journal, class note, or other media associated with the pupil.” A threat or perceived threat may also be based on “a warning by a parent, pupil, or other individual.”

The law enforcement investigation must include a review of the firearm registry and a search of the school if reasonable suspicion exists (49394 EDC). The search is mandated by law, and the school is mandated to cooperate.

Multidisciplinary Threat Assessment Team

- Scope - Behavioral threats from students, employees, parents/guardians, relationships with faculty/staff, contractors, visitors, nearby individuals, or anyone whose behavior may pose a risk to the school community.
- Team Leader – The principal at each school site will lead the team, receiving and triaging reports of threats.
- Multidisciplinary Team – The team will include the school principal, a school psychologist, a teacher, a coach, another administrator, or a school resource officer. The goal is to have a diverse team with various skills and backgrounds.
- Interviews – Team members, led by the team leader, will interview individuals such as classmates, teachers, parents, or others of interest. Interviews will remain confidential unless approved by the team leader.
- Concerning Behaviors—These range from serious illegal or violent actions to subtle changes like mood swings, poor performance, or social withdrawal. Any behavior that seems concerning will be considered in the totality of the circumstances.
- Team Meetings—The team will meet when the team leader decides a threat or concerning behavior needs review. At least twice a year, in January and August, the team will have training and evaluate its roles.
- Law Enforcement – Law enforcement must be contacted if there are reports of weapons or threats of harm. If the situation suggests serious harm, law enforcement should be contacted immediately.
- Documentation – All notes and forms related to the assessment should be completed on the official threat assessment forms and kept in a file maintained by the team leader. Any release of information must be approved by the team leader and follow applicable laws and policies.
- Community Systems Approach – The team will gather information from various sources, including interviews, social media, school records, law enforcement, and mental health or social services records.

Reporting

Berry Creek School acknowledges the need for multiple paths to report concerning behaviors.

Berry Creek School primarily receives reports through a trusted adult on the school campus. Any staff member who receives a report of a concerning behavior will immediately notify the school administrator or designee. If a report is received on a bus, the bus driver will notify the school administrator where the student of concern attends.

Any person making a report to a school official or trusted adult can request that their information remain confidential. However, personal information may still be shared with the multidisciplinary team, law enforcement, and other supporting agencies assisting with the process.

The team will train school staff, students, and parents about concerning behaviors and how to make reports.

Butte County Office of Education Threat Assessment Model

The School Threat Assessment Protocol involves 3 Phases. Each phase will be described briefly below. When the threat assessment team at a school receives a report, *Phase 1* of the Threat Assessment Model Protocol is initiated.

Phase 1:

***Initial response and Information gathering.* Phase 1 of the behavioral threat assessment process includes initiating emergency protocols when appropriate and moving through the initial information-gathering stage. Initial information is gathered through interviews with relevant parties, and an initial Classification Level is determined.**

If the result of Phase 1 is a Classification Level of moderate, high, or imminent, the team should proceed to *Phase 2* of the Threat Assessment Model Protocol for additional information gathering (a Classification Level of low will progress directly to Phase 3).

Phase 2:

***Additional Information Gathering and Risk Classification.* Phase 2 of the behavioral threat assessment process includes opportunities for additional information gathering for individuals with an initial Classification Level of moderate, high, or imminent. Additional information gathering includes identification of other factors of concern, protective factors, as well as additional sources of information. At this stage, the team will review and adjust the Classification Level as appropriate based on the findings from the additional information-gathering process.**

All behavioral threat assessments will proceed to *Phase 3* of the Threat Assessment Model Protocol, where the team develops a plan to intervene and manage the concern.

Phase 3:

***Intervention and Case Management.* Phase 3 of the behavioral threat assessment process includes identifying and implementing intervention and risk mitigation strategies. This should include a *Case Plan* to assist with case management strategies.**

Sudden Cardiac Arrest Response

In the event of an unresponsive individual:

1. Staff will notify the front office of the nature and location of the incident and call 9-1-1 immediately.
2. The front office will:
 - Dispatch staff to gather medical supplies and the Automated External Defibrillator (AED).
 - Announce a school-wide emergency “STAY” message with the emergency details.
 - Direct staff to meet and guide emergency personnel.
 - Notify the school site administrator.
3. Administrators will:
 - Clear the area of additional students.
 - Ensure emergency personnel have clear access.
 - Notify the parents if the unresponsive individual is a student.

AED Availability

Berry Creek School’s AED is in the main office in a non-lockable, visible wall-mounted case with a sign mounted above the case that reads “AED.” Annually, the principal will inform students in grades 6-12 of the AED’s location. The AED complies with the Butte County Office of Education Automated External Defibrillator Policy.

CPR and AED Training

The Butte County Office of Education's training meets the current standards set by the American Heart Association. If CPR/AED training is not mandated in the employee’s job description, it will be optional.

Opioid Overdose Procedures

For schools serving pupils in grades 7 through 12, California Education Code section 49414.3 authorizes school employees to receive training and to administer naloxone to individuals who are experiencing, or are reasonably believed to be experiencing, an opioid overdose.

Training Requirements

In accordance with California Education Code section 49414.3, required training shall include, but is not limited to, the following components:

- Techniques for recognizing the signs and symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including a requirement that the school or charter school administrator, or designee if the administrator is unavailable, call 911 and contact the pupil's parent or guardian
- Recommendations regarding the necessity of instruction and certification in cardiopulmonary resuscitation (CPR)

Staff Notification and Volunteering

Any school district, county office of education, or charter school that elects to make naloxone hydrochloride or another opioid antagonist available for emergency use shall distribute a notice to all staff at least once per school year. The notice shall include the following information:

- A description of the request for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person who is suffering or is believed to be suffering from an opioid overdose
- A description of the training that volunteers will receive
- A statement affirming an employee's right to rescind their offer to volunteer at any time
- A statement that no benefit will be granted or withheld based on an individual's decision to volunteer, and that no retaliation will occur for declining or rescinding an offer to volunteer, including after completing training

Emergency Response Following Administration

After naloxone is administered, the individual may regain consciousness, experience improved breathing, and have vital signs stabilize. Emergency medical services must still be contacted immediately, and emergency responders must be allowed to respond to the location.

Procedures for Immigration Enforcement Notification

Confirmation of Immigration Enforcement Presence

Upon confirmation that immigration enforcement personnel are present on the school site, the Principal or designee shall initiate the notification procedures outlined in this section.

Immigration enforcement includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Timing and Method of Notification

The Principal or designee shall notify parents and guardians of pupils, teachers, administrators, and school personnel of the presence of immigration enforcement as soon as practicable, while considering the following:

1. Timing of the notification should prioritize the physical safety and emotional well-being of pupils, employees, and community members.
2. Notifications shall be delivered using the school site's designated official communication channels. The school site shall ensure that all parents/guardians, teachers, administrators, and school personnel are informed of these channels in advance of any notification regarding immigration enforcement.

Content of Notification

Notifications issued by the school site:

1. Shall inform recipients that immigration enforcement personnel have been confirmed present on the school site.
2. Shall not include any personally identifiable information.
3. May include a hyperlink to additional resources for families, including but not limited to:
 - Information about educational rights.
 - State laws protecting student and family privacy and confidentiality.
 - Counseling or support services for those impacted by immigration enforcement.

Instructional Continuity Plan

1. Introduction

Overview of the District: Provide a brief description of the district, including the number of schools, student demographics, and geographic location.

Butte County Office of Education serves at-risk students across multiple sites, including Butte County Community School (BCCS), Table Mountain School (TMS), Special Education programs, and BASES Learning Center. The district frequently addresses interruptions caused by emergencies such as fires and pandemics, underscoring the need for a robust continuity plan.

Purpose of the ICP: Explain the objective of the plan, emphasizing the commitment to maintain educational services during unforeseen events that disrupt standard instructional methods.

Maintain educational quality and continuity during disruptions.

Address unique student needs exacerbated by crises.

2. Educational Partner Engagement

Engagement Process: Describe the strategies employed to involve stakeholders (students, families, educators, and community members) in the development of the ICP. [California Department of Education+1](#) [California Department of Education+1](#)

Initial feedback for this plan was informed by our experiences during the 2020 COVID-19 pandemic when developing the original Learning Continuity and Attendance Plan. Surveys were distributed to families and staff (via email, text, calls, Google Forms), and input was gathered from Site Councils and bargaining units through MOUs.

Ongoing feedback will continue to be collected through councils and safety teams composed of representatives from our school communities to ensure the plan remains responsive and effective.

Feedback Summary: Summarize the input received from various educational partner groups.

Initial feedback focused on safety measures, access to technology, mental health support, and instructional preferences (blended, in-person, or fully remote learning).

Incorporation of Feedback: Detail how stakeholder feedback influenced specific components of the ICP. [California Department of Education](#)

Integration of safety measures, acquisition of additional technology, enhanced mental health support, and the provision of meal delivery and childcare.

3. Continuity of Learning

In-Person Instructional Offerings:

Health and Safety Measures: Outline protocols to ensure the safety of students and staff during in-person instruction.

Prioritization of Students: Identify groups of students who will be given priority for in-person instruction, such as those who experienced significant learning loss.

Compliance with health guidelines (physical distancing, PPE, hygiene protocols).

Reduced student-teacher ratios and student-centered instructional coaching.

Benchmark assessments: iReady (reading/math), Write Score assessments.

Distance Learning Program:

Curriculum and Instruction: Describe how the district will deliver a full curriculum through distance learning, ensuring instructional quality and alignment with state standards.

Access to Devices and Connectivity: Explain measures to provide all students with the necessary devices and internet access to participate in distance learning.

Pupil Participation and Progress: Detail methods for tracking student engagement and assessing academic progress during distance learning.

Professional Development: Outline training and resources available to staff to effectively deliver distance learning.

Support for Pupils with Unique Needs: Describe additional supports for English learners, students with disabilities, foster youth, and students experiencing homelessness.

Platforms: Edgenuity, Google Classroom, Unique, and iReady.

Provide 1:1 devices and hotspots.

Regular attendance, engagement tracking through Aeries SIS.

Professional development provided in trauma responsiveness, PBIS, SEL, and tech integration (Edgenuity, iReady, Google Classroom, Unique Curriculum).

4. Pupil Learning Loss

Assessment Strategies: Explain how the district will evaluate learning loss in key areas such as English language arts and mathematics. [California Department of Education](#)

Intervention Plans: Describe targeted actions and strategies to address and mitigate learning loss, including differentiated approaches for various student groups. [California Department of Education](#)

Effectiveness Evaluation: Detail the methods for assessing the success of implemented strategies to combat learning loss. [California Department of Education+1](#) [California Department of Education+1](#)

Diagnostic assessments (iReady, Write Score).

Implementation of intervention strategies (learning loss courses, booster programs, SEL curriculum integration).

Ongoing tracking of attendance, discipline, graduation rates, and credit deficiency.

5. Mental Health and Social-Emotional Well-Being

Monitoring: Describe how the district will monitor the mental health and social-emotional well-being of students and staff. [California Department of Education+2](#) [California Department of Education+2](#) [California Department of Education+2](#)

Support Services: Outline the resources and programs available to address mental health needs, including professional development for staff.

Integration of SEL (Sanford Harmony, School Connect, and Trauma-Informed Practices).

Additional mental health resources: Wellness Communities, clinical supports (counselors, clinicians, psychologists, behavior specialists).

6. Pupil and Family Engagement and Outreach

Engagement Strategies: Detail approaches to maintain student engagement, especially for those who are absent or disengaged.

Communication: Describe how the district will communicate with families, including those who speak languages other than English, to ensure they are informed and involved.

Tiered re-engagement protocols, home visits, and consistent attendance tracking.

Use of parent liaisons and outreach teams to support families and students.

7. School Nutrition

Meal Provision: Explain how the district will continue to provide meals to eligible students during both in-person and distance learning scenarios. [California Department of Education+1](#)[California Department of Education+1](#)

Provision of meals via pick-up or delivery to students eligible for free/reduced meals.

8. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Service Delivery: Describe how services for these student groups will be increased or improved, including the percentage by which services will be enhanced. [California Department of Education+1](#)[California Department of Education+1](#)

Budget Allocation: Provide details on the allocation of funds to support these enhanced services. [California Department of Education](#)

Personalized academic and SEL supports (e.g., advisory programs, outreach teams, extra instructional minutes).

Provision of assistive technology and internet connectivity.

Specialized training for teachers to support unique student needs.

9. Budget and Fiscal Considerations

Budget Overview: Present a summary of the budget, highlighting expenditures related to the actions outlined in the ICP.

Financial Transparency: Ensure that the budget aligns with the district's goals and actions, maintaining transparency and accountability.

Budget allocations include technology upgrades, additional personnel for intervention and SEL support, professional development, and meal provision.

10. Plan Evaluation and Accountability

Monitoring Implementation: Describe the process for monitoring the implementation of the ICP.

Continuous Improvement: Outline how the district will use data and stakeholder feedback to make ongoing improvements to the plan. [California Department of Education](#)

Regular internal monitoring and formative assessments.

Educational Partner feedback integration for continuous improvement.

School Map/Floor Plan

The school map/floor plan should be clearly marked with the following:

- Classrooms, library, first aid stations, multipurpose rooms, cafeteria, locker rooms, hallways, doors.
- Main shut-offs for gas, water, electricity
- Fire extinguishers
- First aid kits
- Outside water faucets/hoses
- Evacuation routes (including alternate routes for each area*)
- Designated outside assembly areas*

Site Facility and Equipment/Supply Information

Equipment/Supplies Checklist

Indicate the exact locations of the items listed below. Be *specific*, so that in your absence anyone can locate critical supplies and materials.

Item	Office/room	Specific location
Classroom emergency folders*	<i>In all classrooms</i>	<i>Next to door</i>
Emergency alarms sounds	<i>In all classrooms</i>	<i>Next to door</i>
School map/floor plan*	<i>In all classrooms</i>	<i>Next to door</i>
Student rosters	<i>Classrooms</i>	<i>Binder next to door</i>
Student emergency cards	<i>Main office</i>	<i>Registration Binder in cabinet</i>
Staff emergency cards	<i>Classrooms</i>	<i>Teacher binders next to door</i>
Staff roster and room assignments	<i>Main Office</i>	<i>Flip Folder by computer</i>
First aid supplies	<i>Office</i> <i>Classrooms</i>	<i>White nurse cabinet</i> <i>Backpack next to teachers desk</i>
Blanket/pillow	<i>Nurses office</i>	<i>On cot</i>
Battery-operated radio	<i>School Office</i>	<i>Under desk</i>
Extra batteries	<i>Staff room</i>	<i>Drawer under microwave</i>
Two-way radios	<i>Main Office, Staff Room, classrooms</i> <i>and all District vehicles</i>	<i>Desks</i>
Flashlights/batteries	<i>Main office</i> <i>Staff room</i> <i>Classrooms</i>	<i>Backpack</i> <i>White shelve</i> <i>Backpack</i>
Tools	<i>Janitors room</i>	<i>Red & blue tool bags</i>
Soap/restroom supplies	<i>Janitors room</i>	<i>Shelves</i>
Food/water supplies	<i>Staff room</i>	<i>Cabinet</i>
Extra keys	<i>Superintendent/ Principal</i>	<i>On wall next to back door</i>

Classroom Emergency Folders

The principal will ensure that each classroom has a Classroom Emergency Folder, appropriately labeled and located in a prominent place near the door.

Purpose – To provide emergency information and materials for the regular classroom teacher, substitutes, and other District staff to ensure the identification and safety of students, and to facilitate appropriate pupil release procedures.

Contents to include –

1. School map/floor plan with fire evacuation route
2. Designated large-group assembly areas (Cafeteria)
3. Emergency action signals, and procedures to follow for each
4. Pupil Release forms
5. Name tags (self-stick) for each student in class (*elementary only*)
6. **RED** and **GREEN** door signs to be posted on outside of door.
 - RED** – *Needs help!* Students and/or staff are injured.
 - GREEN** – *Okay!* No additional help needed.

Communication Procedures

School Site Communication Center

Location –

- The principal will designate a centrally-located area (usually main office) easily identified by staff, parents, media and other persons.
- An alternate location will be predetermined in case the primary location is inaccessible (Library).

Function –

- Monitoring and disseminating pertinent emergency information (from radio **KPAY AM 1290; FM 95.1 / 1250 AM emergency radio**) and **Parent Square**.
- Establishing communication with school staff.
- Maintaining telephone/radio communication with County Office and emergency services.
- Posting school maps to assist parents.
- Posting rumor control/information in an area accessible to parents, media and members of the community.
- Maintaining injury list and information regarding relocation to hospitals.
- Providing Pupil Release clearances.
- Recording emergency-related incidents.
- Maintaining communication with staff by whatever means available (bell warning system, intercom, bullhorn, two-way radio, and written notices).
- Carrying out other needed duties.

Personnel –

- Principal will assign staff – usually the School Secretary and 2-3 assistants– to coordinate and operate the Communication Center.

Materials/Equipment –

_____ Disaster Plan

_____ Student rosters or attendance sheets

_____ Emergency cards

_____ Office equipment such as tables, chairs, phones, battery-operated radio, two-way radio, bullhorn, copy machine, general office supplies.

Methods of Communication

Following a disaster, particularly an earthquake, all systems of communication that are dependent on electrical power or telephone lines may be partially or totally disrupted for several hours. An effective communication plan addresses this problem and presents alternate ways to receive and convey messages.

On-Site Communication Alternatives –

- Bell warning system
- Signaling devices such as whistles
- Intercom
- Two-way radios
- P.A. System
- Battery-operated radio
- Written notices

Off-Site Communication –

- Telephones
- Principal's emergency phone line
- Two-way radios in district vehicles
(buses, police cars, etc.)

Each telephone/radio communication should be brief and concise in order to enable District or emergency personnel to complete their survey of the school(s) as quickly as possible. Their need is to assess conditions at all schools, determine priorities, and send help where it is urgently needed.

Given the level of damage generated by a disaster, the telephone lines may be partially or totally disrupted. Disruption of circuits may also be caused by overloading circuits.

Do not contribute to system overload. During the first two hours of a major disaster, use telephone lines only to report life threatening emergencies.

Pupil Release/Evacuation Procedures

Certain actions may involve releasing students from school or relocating them from one school site to another site at a time when parents expect their children to be in school. The Superintendent will authorize such actions only in times of extreme emergency, and all possible attempts to notify parents as to the situation will be made as soon as possible. In any case, pupils shall be released by District staff only. Daily attendance is a critical component in preparing for any emergency or disaster.

Superintendent/Principal's Recommendation

The superintendent/principal will assess the situation in any given emergency and, based on the safety of students and the condition of the school and neighborhood, will make recommendations to the Superintendent. Alternatives include:

1. Students remain in classrooms with their teachers until they are released to their parents or are transported home via regular bus routes and times.
2. Students are moved with their teachers to designated large-group areas on the school site.
3. Students will be evacuated to an alternate site.

If an emergency occurs and it becomes necessary to send students home early, relocate them, or ask parents/guardians to pick them up, then these procedures will be followed insofar as possible:

1. **Notification of parents.** After receiving authorization to relocate students or send them home early, the school will initiate phone trees to notify parents of the situation, using all available phones. Information will include:
 - Name of caller
 - Type of emergency
 - Action to be taken
 - Where parent may pick up child
 - Any other pertinent information (*be brief*)
2. Notification of staff. Teachers and other staff members should be notified of the plan as soon as possible.

Guidelines for Pupil Release in Classroom

Whenever possible, it is preferred that students remain in their classrooms under their teacher's supervision.

Classroom Release Procedures

1. Teacher takes students to designated area.
2. Parents meet in designated area.
3. Teacher identifies immediate family members using the Emergency Pupil Release Form found in the Classroom Emergency Folder.
4. Teacher refers all other persons to the Communication Center to obtain Clearance Cards.
5. Child leaves with parent. Parent should not enter classroom unless necessary.

Identification Instructions

1. Use Emergency Pupil Release Form located in the Classroom Emergency Folder. Fill in all *sections*, including signatures.
2. Make it is an immediate family member.
 - Immediate family may include mother, father, stepmother, stepfather, grandparent(s)
 - Identification questions may include:
 - Who are you?
 - What is your relationship to this child?
 - Do you have a photo ID?
 - If necessary, ask the child who this person is.
3. Refer all persons other than immediate family members—or any person about whom the teacher has doubts—to the Communication Center to obtain clearance cards.
4. Keep all clearance cards and attach them to the Pupil Release Forms.'

NOTE: These procedures are quite specific to ensure that younger students are released to authorized adults. The guidelines may be modified for the release of older students as long as pupils are released in a safe and authorized manner.

Guidelines for Release into Designated Large-Group Areas

Depending on the specific emergency, it may be necessary to relocate students (from one or more classrooms) to designated large-group areas. Guidelines for this are as follows:

1. These areas should be designed in advance. On-site buildings (e.g. auditorium, cafeteria, gym, multipurpose room), nearby buildings (e.g., church), or fire Protocol outdoor areas may need to be utilized.
2. Map of the large-group designated area is to be located in the Classroom Emergency Folder.
3. Signs must be posted outside of classrooms to indicate locations of students.
4. Signs must be posted in large-group designated area to clearly identify teacher's name, grade and room number.
5. A plan must be designated to easily route parents to and from the designated large-group area so they can pick up their children.

Upon notification, students and teachers will move to their designated large-group area together, following these procedures:

1. Teacher posts sign on door to indicate where students have been relocated.
2. Teacher posts a **RED** (*Needs help!*) or **GREEN** (*Okay!*) sign on the door.
3. Teacher takes Classroom Emergency Folder.
4. If there are injured students who are unable to move, teacher remains with them; Another teacher or designated adult should move the rest of the class to the large group area.

Teacher releases students from the large-group area following the same procedures as in classroom pupil release.

Evacuation Procedures

When students are evacuated from a school site to an alternate site, certain procedures must be observed to ensure that the whereabouts of all students is known at all times.

- Using the student roster found in the Classroom Emergency Folder, teachers will check students into vehicles noting the vehicle and the destination(s).
- The student rosters (or copies will be kept in the Communication Center so that parents may be notified as to the location of their children when they call.
- Elementary students should be furnished with name tags which state their name, grade, school, and teacher's name.

Note: In any early dismissal operation, situations will probably arise which are not covered in this plan. In such cases, the principal will have to use his/her judgment as to the best course of action to follow.

Parent Notification / Responsibilities

If parents are not aware of your emergency plans, they are likely to risk their own lives and impede the operation of your response plan to retrieve their children. A plan for communicating with parents before and after an emergency is critical. It may not eliminate the problem, but it will help to reduce congestion, confusion and anxiety.

If parents are not repeatedly made aware of your disaster plan, you can expect

- A flood of telephone calls (if system is working);
- A major traffic jam in front of the school; and
- Unauthorized persons (neighbors, friends, etc.) volunteering to take students home.

When to Inform

At the beginning of each academic year, parents should be advised of the school's emergency plans. It is recommended that the procedures and rules you expect parents to follow should be firmly started by way of:

- The opening school letter to parents;
- Meetings of the Parent-Teachers Association, School Site Council, etc.;
- The back-to-school night meeting; and
- The parent newsletter.

In addition, consider sending letters or commenting in the parent newsletter immediately after the occurrence of a significant disaster in the U.S. or other countries. You might start your letter something like:

“On...., a damaging earthquake occurred in.... We want to take this opportunity to remind you of our plan....”

What to Include in the Parent Notification

- The school's disaster plan has been designed for the safety of students. Parents have the responsibility to share in the planning, preparing and carrying out of this plan in the event of an emergency.
- We are prepared to care for your children in times of critical situations. If you are not able to reach the school, we will care for your child here. We have a number of people with first aid certificates, and we will be in communication with various local emergency services. We do ask for your help in the following areas:
 - Please do not call the school. We must keep the line open for emergencies.
 - Following an earthquake or other emergency, do not immediately drive to the school. Streets and access to our school may be cluttered with debris. The school access route and street entrance areas must remain clear for emergency vehicles.
 - Tune your radio to **KPAY** (1290 AM; 95.1 FM or 1250 AM emergency radio). Information and directions will be given over the radio, Parent Square.
- No student will be dismissed from school unless parent (or individual designated by the parent) comes for him or her.
- No child will be allowed to leave with another person, even a relative or baby-sitter, unless we have written permission to that effect or that particular person is listed on the student's emergency card in our files. With this in mind, you should make sure to keep your child's card up-to-date.
- All parents or designated parties who come for elementary students should bring a photo ID.
 - Protocol procedures for emergencies and disasters will periodically be practiced at school.

EMERGENCY ACTION PLANS GENERAL

- A. Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation, and take action based on known facts.
- B. The teacher must keep the register of pupils with him/her at all times in order to take roll in an emergency.
- C. The teacher shall instruct pupils to drop when gives the command **“DROP”**.

Procedure for “Duck & Cover” Command

- 1. If inside the school building, the student will:
 - ...drop to their knees with back to the window, knees together,
 - ...fold arms on the floor close to the knees,
 - ...bury face in arms and close eyes tightly,
 - ...stay there until the “as you were” command is given by the teacher in charge .
- 2. If outside the school building, the student will:
 - ...crouch or lie down behind building, yard bench, curb, or gutter, if protection is within a step or two,
 - ...drop to the ground, curl up, if he is in the open,
 - ...stay in selected position until the “as you were” command is given by the teacher in charge.
- D. A well-prepared and tested plan for prompt and positive protective actions minimizes injuries and loss of life in a major disaster.
- E. This plan outlines actions which the school staff may be called upon to execute in an emergency.
- F. All school staff members must be thoroughly familiar with the contents of this plan.
- G. The school principal is authorized and directed to implement plans as described herein; or take such other action as may, in his/her judgment, be necessary to save lives and mitigate the effects of disasters.

Emergency Actions

The principal may implement one or more of these EMERGENCY ACTIONS in coping with a disaster.

Secure Building

I. Action STAND-BY

- A. The warning at the school shall be disseminated by the telephone intercommunication system or by messenger from the principal's office.
- B. Action STAND-BY consists of:
 - 1. Bring students into classroom or hold in classroom pending receipt of further instructions.

II. Action GO HOME

- A. **WARNING:** The warning at the school shall be disseminated by the intercom/intercommunication system or by messenger from the Principal's office.
- B. **Action GO HOME** should be considered by the principal only if there is TIME to return students SAFELY to their homes. The principal shall attempt to notify parents of this action by radio or any other feasible means.
- C. **Action GO HOME** consists of:
 - 1. Dismissal of all classes.
 - 2. Return of students to their homes by the usual means.
 - 3. The bus will load at the usual pickup station, unless directed to do otherwise.
 - 4. Staff will supervise the evacuation, remaining with students until the last student has left.
 - 5. Once students are cleared from the campus, all personnel, certificated and classified, within the school area will also evacuate the campus and proceed home or to other assignments.
- D. Action GO HOME is appropriate for, but not limited to the following:
 - 1. Flood threat.
 - 2. Severe windstorm threat.
 - 3. Fire.
 - 4. Strategic alert.
 - 5. Post disaster.

III. Action LEAVE BUILDING

- A. **Warning:** The warning signal at the school for Action LEAVE BUILDING shall be the fire alarm.
- B. **Action LEAVE BUILDING** consists of:

1. Orderly movement of students and staff from inside school building, to the back of the school by the most direct and safest route.

C. **Action LEAVE BUILDING** is considered appropriate for, but not limited to, the following:

1. Fire.
2. Bomb Threat (peacetime).
3. Chemical accident.
4. Explosion, or threat of explosion
5. Post earthquake.
6. Other similar occurrences which make school building uninhabitable.

IV . Action TAKE COVER

A. **WARNING:** Enemy Attack:

The TAKE COVER signal at the school is the words “Take Cover – Stay in Room: or “Take Cover – Multipurpose Room” over the intercom/intercommunication system or by messenger from the principal’s office.

B. **Action TAKE COVER** consists of:

1. Take cover signal (red).
2. Severe windstorm (short warning).
3. Biological and chemical warfare attacks.

C. **Action TAKE COVER** is considered appropriate for, but not limited to, the following:

1. There is not a prepared shelter in or near the school.
2. If there is no other alternative and time permits, students will be taken to the multipurpose room.

V. Action DROP

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

1. Earthquake

Shaking of the earth

2. Surprise nuclear attack

- a. Intense light.
- b. Tremendous sound.

B. Action DROP consists of:

1. Inside school building:
 - a. Command DROP is given (see footnote*).
 - b. Students and staff immediately take civil defense protective position under desk; or furniture, with backs to window.
 - c. Civil defense protective positions means to drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms.

2. a. Earthquake
 - Command "DROP" is given (see footnote*).
 - Move away from buildings.
 - Take civil defense protective position.

- b. Surprise attack
 - Command "DROP" is given (see footnote*).
 - If within a few steps of any solid object (tree, ditch or curbing), get behind it, and lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

- C. Action DROP is considered appropriate for, but not limited to, the following:
 1. Earthquake.
 2. Explosion.
 3. Surprise attack.

VI. **Action DIRECTED TRANSPORTATION**

- a) **WARNING:** Under certain disaster conditions, civil defense officials may attempt move an entire community, or portion thereof, from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, shortwave radio, AM radio regular broadcast, or on the emergency broadcast system. The method of disseminating this warning at the school shall be the intercom/intercommunication system or by messenger from the principal's office.

- b) This is a most difficult civil defense procedure, and will not be attempted unless there is no alternative.

- c) Action DIRECTED TRANSPORTATION consists of:
 1. Loading students and staff into the school bus, Staff cars and other means of transportation; and taking them from an area of danger to an area of safety.

 2. In the event of a fire students will be transported the Hart's Mill Call Fire Station unless directed to another site.

- d) Action DIRECTED TRANSPORTATION is considered appropriated only when directed by competent civil disaster authorities. It may be appropriate for, but not limited to, movement away from:
1. Flood.
 2. Fire.
 3. Fallout area.
 4. Blast area.
 5. Chemical and biological warfare agents.

VII. Action CONVERT SCHOOL

A. Notification

1. Notification to the school staff to convert the school will be disseminated by the telephone intercommunication system or by messenger from the principal's office.

B. Action CONVERT SCHOOL consists of:

1. During school hours:
 - a. Dismissal of all classes.
 - b. Preparation of school for conversion into an emergency hospital*, first aid station, or congregate care center.
2. Other than school hours:
 - a. Alerting of school staff by telephone or other feasible means.
 - b. Preparation of school for conversion into an emergency hospital*, first aid station, or congregate care center.
 - c. Action CONVERT SCHOOL will be implemented only upon request or direction of proper civil defense or American National Red Cross officials.

*The need for an emergency hospital or first aid station in a school would have priority over a congregate care center. While school personnel perform congregate care center tasks, they assist medical personnel in the operation of an emergency hospital or first aid station.

*Teachers must instruct students to react in the same manner on their own to this type of catastrophe in case it occurs while they are on their way to or from school, away from school, or if the teacher is temporarily not present.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Bomb Threats

All such threats must be taken seriously.

Responsibilities

Staff

1. Remain calm and keep the bomb threat caller on the phone as long as possible.
2. Complete as much of the Bomb Threat Checklist as possible (next page).
3. Immediately notify the principal or site administrator of the threat. The principal will then initiate the "FIRE Protocol."
4. Please say nothing to your students about the bomb threat.
5. Make a visual survey of your room (do not touch any suspicious objects). If you see anything suspicious, immediately relay the information to the office using the emergency phone.
6. Proceed as in a regular fire Protocol. The principal or is/her representative shall make all decisions concerning any emergency situation. It is important that all personnel remain calm and move to the designated evacuation areas as stipulated in the fire Protocol procedure. Caution all personnel against picking up any strange object. It could be a bomb.
7. Caution all personnel to say nothing to students about any bomb threat.

Principal

1. Initiate "FIRE Protocol."
2. Immediately notify Fire & Sheriff's Department –call 911.
Berry Creek School is situated in an unincorporated area of Butte County; therefore, the California Forestry Department and Fire Protection Department at Butte Ranger Headquarters in Oroville will respond: Emergency Calls: 911 or 538-7911
3. In the event of a school evacuation, initiate a school search for the device. The search is to be conducted by law enforcement agencies with the help of appropriate school staff (e.g., site administrator and custodian.)
4. Keep students and staff out of all buildings until advised by law agencies and/or the fire department that it is safe to return.
5. Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.
6. Students and staff will return to classes when the principal so directs. The principal must coordinate search and make the return decision with other officials.

BOMB THREAT CHECKLIST

(To be completed by person receiving bomb threat phone call)

A. If you receive the call of the bomb threat over the telephone, remain calm and keep the caller on the phone as long as possible. Try to get a description of the caller's voice and write it down:

- 1. Where is the bomb located?**
- 2. When is it going to explode?**
- 3. What type of device is it?**
- 4. Who are you?**
- 5. Male? Female? Child? Adult?**
- 6. Any background noise?**
- 7. Any particular accent or inflection in the caller's voice?**
- 8. Get a word picture in your mind of the caller and write it down.**
- 9. Time of call.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Bus Accidents

(Copy to be kept in emergency procedures folder located on bus)

Although there has never been a major bus accident involving Pioneer Union School District, accidents involving buses do occur in which students suffer minor injuries. If a minor bus accident occurs, these procedures will be followed:

Driver

1. **Stop immediately at the scene of the accident.**
2. **Do not move the bus unless the bus is in a very bad location where the health and safety of the student passengers is endangered. If vehicles are moved, mark the tires on the pavement before moving.**
3. **Remain calm and reassure passengers.**
4. **Account for all passengers and check for injuries.**
5. **Be alert regarding fire or the possibility of fire:**
 - a. **Check for ruptured fuel tank and fuel lines.**
 - b. **Check for electrical fire.**
 - c. **Look for smoke.**
 - d. **Check for hot tires, which may catch fire.**
6. **Use warning devices as trained.**
7. **Keep all passengers in the vehicle, again noting exceptions—fire or other dangers may warrant their removal.**
8. **Notify the Main Office by radio or telephone. Give the following information:**
 - a. **Location**
 - b. **Any injuries requiring ambulance**
 - c. **Will another bus be required to cover run/pick-up?**
9. **Protect the scene:**
 - a. **Protect the passengers and the vehicle from further accidents and injuries.**
 - b. **Protect the scene from traffic and people so evidence is not destroyed.**
 - c. **Under normal circumstances, the vehicle involved should not be moved until law enforcement personnel advise the driver to do so. (If moved, mark tires.)**
10. **Do not discuss the facts of the accident with other motorists but give information only to investigating officers and Pioneer Union School District officials.**
 - a. **To provide necessary information for all concerned – CHP, Sheriff officials, insurance agencies, etc:**
 - **List all passengers’ names, ages, addresses and seating position.**
 - **Information about the vehicle, such as insurance, make, model, number, owner, etc.**
 - b. **While being investigated, be patient, evaluate questions, and give clear, concise answers.**
 - c. **Drivers involved in an accident are required to give their name, address, driver’s license number, and vehicle information. Be ready to give this**

information to the other driver and also write down the same information from the other driver involved.

- d. **If witnesses were present, other than your passengers, get names, addresses and license numbers.**
- 11. **Cooperate with Pioneer Union School District administrators.**
- 12. **Continue the transportation of the passengers by:**
 - a. **The present vehicle, if released.**
 - b. **Another vehicle.**
 - c. **Some other means, but not until authorized to do so.**

Main Office

- 1. **Call for ambulance services if injuries necessitate (911).**
- 2. **Call local police for traffic control if deemed necessary.**
- 3. **Call the CHP, Oroville Office 533-3822, and report the accident including location, time, and injuries.**
- 4. **Call the Superintendent/Principal and report the following information:**
 - a. **Location and extent of the accident.**
 - b. **Report any injuries and the extent of injuries known.**
 - c. **Estimate the time the students will be delayed to school.**
- 5. **Secure the names of all the students on the bus at the time scene of accident and the extent of any known injuries and the hospital locations for any injured students.**
- 6. **With assistance from the District nurse, health clerk, or designated first aid person, determine whether there are any injured students and direct them to a specific location.**
- 7. **Contact the parents of any injured students on the bus – describe the incident, suggest that parents observe their children for any signs of symptoms of injury and advise them to obtain medical assistance if necessary.**
- 8. **Send notices home with all students on the bus – describe the incident; suggest that parents observe their children for any signs or symptoms of injury and suggest that medical assistance be obtained if necessary.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Campus Unrest

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, etc., to the point where the principal determines that the safety of students and staff is jeopardized.

Responsibilities

Staff

1. **Teachers will maintain classes at the direction of the principal.**

Principal

0. **Contact main office (phone 100) to initiate “INTRUDER Protocol” and follow Protocol procedures. The superintendent/principal will then initiate the “INTRUDER Protocol.”**
2. **Notify the Sheriffs Department 911.**
3. **Inform students who refuse to report to class that they are subject to suspension, expulsion, and/or possible arrest.**
4. **Utilize non-teaching staff, police officers, office personnel, etc, to move students either into classrooms or off campus.**
5. **Instruct all staff members to take names of all students who fail to cooperate.**
6. **If time permits and staff members are available, parents of uncooperative students are to be called.**
7. **Under extreme circumstances, SCHOOLS MAY BE CLOSED ONLY AT THE DIRECTION OF THE SUPERINTENDENT.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Earthquake

Since earthquakes occur without warning, the following action will be initiated when school site personnel become aware that an earthquake is in progress.

Responsibilities

Staff

1. Initiate “*Duck & Cover*”.
2. Remain in the “*Duck & Cover*” position until the all-clear sounds or the administrator gives further direction.
3. Administer immediate first aid as necessary.
4. Take student attendance. Notify office of missing/injured students.
5. Maintain order among students in a calm, matter-of-fact manner.
6. Supervise students.

Superintendent/Principal

1. As soon as the quake subsides and it is determined that evacuation is necessary and evacuation routes are safe, initiate “Fire” Protocol.
2. Notify the appropriate law enforcement agencies.
3. Assess student safety. Administer first aid as necessary.
4. Initiate search-and-rescue operations.
5. Inspect all buildings, with assistance, for possible damage.
6. Have an assigned staff member keep you informed of any pertinent information being broadcast on the local radio station (KPAY 1060 AM; 95.1 FM). Set up the site Communication Center if necessary.
7. Give the order to return to the buildings only after they have been inspected and found to be completely safe.

Maintenance

1. Check all utilities and appliances, Shut off, if necessary.
2. Extinguish small fires.
3. Control any chemical spills as outlined on MSDS.
4. Inspect all buildings, with assistance, for possible damage.

In a worst-case scenario, where the earthquake is so severe as to disrupt all phone communications and make many streets impassable, school site personnel will have to use their best judgment as to how to operate. However, they shall:

- Maintain supervision of students.
- Monitor radio broadcasts for information and possible instructions.
- If feasible, send a staff member by automobile to emergency headquarters for further instructions.

- **Initiate pupil release procedures and other emergency actions as necessary, Based on direction from the Superintendent and other community agencies.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Explosion / Threat of Explosion

The sound of an explosion may be the only warning of this type of disaster. The following actions should be implemented if an explosion occurs.

Responsibilities

Staff

1. **Initiate “*Duck & Cover*”.**
2. **If no apparent danger exists, staff will remain with students in the classroom or present location.**

Principal

1. **Assess the situation. If the explosion occurred within the building or threatened the building, the teachers should immediately implement “Fire” Protocol.**
2. **Apprise the staff of the situation as quickly and calmly as possible.**
3. **Render first aid as necessary.**
4. **Notify the Fire Department. The telephone number is 911**
5. **Notify the Sheriff’s Department. The telephone number is 911 or 911.**
6. **Fight incipient fires without endangering life.**
7. **Staff will remain with students as long as necessary. Take roll. Report any missing/injured students to the principal.**
8. **Notify utility companies of a break, or suspected break.**
9. **The school principal will direct further actions as required.**
10. **Students and staff should not return to the school until the principal and Fire Department officials declare the area safe.**
11. **Take any follow-up action that is necessary.**

A. Threat of Explosion:

1. **Sound the school fire alarm. This will automatically implement “Fire” Protocol.**
2. **Follow procedures 2 through 11 under “Explosion” above.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Imminent Threat to Campus

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities

Staff

- 1. Initiate “Drop & Cover”.**
- 2. Contact Office to initiate “Intruder” Protocol.**

Principal

- 1. Initiate “Intruder” Protocol.**
- 2. Immediately notify Sheriffs Department and appropriate law enforcement agencies.**
- 3. Work in coordination with and at the direction of law enforcement officials.**

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations, the perpetrators of drive-shootings usually leave the scene instantly. Staff members who witness such incidents should, without putting themselves into danger, attempt to get as precise a description of the vehicle as possible.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Fallen Aircraft

This type of disaster would probably be similar to that of an explosion. The sound of the crash or the subsequent explosion may be the only warning for this type of emergency. In the event this occurs, the following actions will be taken.

Responsibilities

Staff

- 1. Initiate “*Duck & Cover*”.**
- 2. If no apparent danger exists, staff will remain with students in the classroom or present location.**
- 3. Await further directions.**

Principal

- 1. Determine which emergency action should be implemented, and notify Principal staff members.**
- 2. Notify the fire department, the appropriate law enforcements agencies, and the Superintendent.**
- 3. Make sure that all students and staff stay away from the aircraft.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Flood

The extent of the flood and the time available prior to its arrival will dictate the course of action to be taken. The principal will initiate the following emergency action(s) after notification.

Responsibilities

Principal

- 1. Initiate “Fire” Protocol.**
- 2. Initiate action “Go Home” depending on the nature, extent, and location of the flood.**

Staff

- 1. Follow the site plan for the indicated action.**
- 2. Maintain pupil supervision as long as necessary.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Fire

In the event that a fire is detected within a school building, the following actions will be taken.

Responsibilities

Note: Whoever discovers the fire will immediately sound the fire alarm, notify the office, and provide details of the situation. Initiate “Fire” Protocol.

Staff

1. Implement “Fire” Protocol.
2. Maintain control of students at a safe distance from the fire and fire fighting equipment.
3. Render first aid as needed.
4. Staff will stay with students as long as necessary. Take roll.
5. Report any missing/injured students to the principal
6. Do not return students to the building until the all-clear bell rings or the administrator give further direction.

Principal

3. Initiate and monitor “Fire” Protocol.
4. Notify the Fire Department. The telephone number is 911 or 533-6363.
5. Notify the Sheriff’s Department 911.
6. Check with staff for missing students
7. Fight incipient fires without endangering life.
8. Keep access roads open for emergency vehicles.
9. Notify utility companies of break, or suspected break.
10. Confer with fire department officials about returning to the building and for further instructions.
11. The principal will determine whether Action GO HOME, or any further action, should be implemented.
12. Students and staff should not return to the school until the principal and Fire Department officials declare the area safe.

In the event of a fire near the school determine which of the foregoing actions are required.

Custodian

1. Shut off gas and main electrical switch, if necessary.

In the event of a fire near school, the principal shall:

1. Determine the need to execute “Fire” Protocol.
2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate the buildings, if necessary.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Hazardous Materials / Chemical Accidents

Hazardous materials accidents might include tanker truck or railway tank car accidents involving large quantities of toxic gases or an industrial chemical explosion. These situations could be extremely serious for those schools located near freeways, railways tracks, or industrial plants.

Responsibilities

Staff

1. Follow the guidelines of the action plan under the direction of the principal.

Superintendent/Principal

1. Contact the Superintendent's office immediately. With the Superintendent's input, determine whether Action "Fire" or "Intruder" Protocol is appropriate. Determine whether the students and staff should leave the school grounds. (Students and staff are to remain in buildings unless ordered to evacuate, closing all windows and turning off all outside air intake vents or fans.) If appropriate, take action to evacuate the buildings, and if necessary, the area.
2. Contact the fire department and appropriate law enforcement agencies.
3. Direct staff as to the route to follow (cross-wind rather than up or downwind in order to avoid toxic fumes) if walking is the only means of evacuation.
4. Direct other action as required.
5. With the school staff, maintain control of the students at a safe distance.
6. Render first aid as necessary.
7. Notify the Fire Department. The telephone number is 911 or 533-6363, and request HAZMAT (Hazardous Materials Response Team) intervene at the spill site. Provide them with the following:
 - a. Type of incident (chemical spill, radiation, etc.)
 - b. Type of chemical, if known
 - c. If personnel are injured
 - d. Extent of injuries
 - e. Location of incident
 - f. Name and title of caller (technician, etc.)
8. Notify the Sheriff's Department. The telephone number is 911 or 911.
9. Take roll. Report any missing/injured students to the principal.
10. The principal will direct other action as required.
11. Students and staff should not return to the school until the principal and Fire Department officials declare the area safe.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Intruder / Hostage Situations

If an intruder(s) enters a classroom or enclosed area with a weapon and threatens to shoot or injure persons, these guidelines should be followed:

Responsibilities

Staff

1. **Contact main office (phone 100) to initiate “INTRUDER Protocol” and follow Protocol procedures. The principal will then initiate the “INTRUDER Protocol.”**
2. **Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.**
3. **Keep your distance. Give the intruder(s) ample personal space.**
4. **Do not attempt to deceive or threaten the intruder(s).**
5. **Do not “buy into” the delusions of the intruder(s).**
6. **Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).**
7. **Be constantly alert and prepared for violence. Initiate “DUCK, COVER” if the intruder(s) opens fire.**

Superintendent/Principal

7. **Initiate “INTRUDER Protocol.”**
8. **Immediately notify Sheriffs Department –call 911. Local number (911).**
9. **Monitor the hostage situation as best as possible without doing anything to exacerbate it.**
10. **Follow instructions of law enforcement officials who will take over when they arrive on campus then work in coordination with supervisors of law enforcement agencies until the situation is resolved.**
11. **Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.**

Note: If our site becomes involved in a hostage situation, the primary concern must be the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause such persons to become violent.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Serious Injury or Illness (SERIOUS)

- 1. Do not move a seriously injured or ill person unless it is a life-threatening situation.**
- 2. Have another person call 911 and advise the principal and/or office of the situation.
Provide them with as much information as possible regarding the nature of the injury of illness and whether or not the victim is conscious, etc. The office will arrange for an ambulance if required.**
- 3. Administer first aid or CPR when required (if you have the training), stay with the victim, keeping him/her as calm and comfortable as possible.**
- 4. In addition to the school nurse, the office staff and bus drivers are trained in first aid and CPR.**
- 5. The first aid supplies are located in the nurse's office.**
- 6. Be sure to file the appropriate report after the incident with office personnel.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Contaminated Water Source

If the drinking water is unsafe for human consumption, the following will occur:

Responsibilities

Superintendent/Principal

- 1. Potable water and stands will be brought in**
- 2. All water faucets will be turned off.**
- 3. A sign reading, “Unsafe drinking water” will be placed above all water faucets.**
- 4. A letter will be sent to all parents explaining the reason for the unsafe drinking condition, how the problem is temporarily being addressed and long term plan of action.**
- 5. When water reaches safe condition, parents will be notified, signs will be removed and water will continue to be tested within required health standards.**

Staff

- 1. Ensure that all students drink from only potable water.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Snow Storms

If it is necessary to cancel school because of snow, the following procedures will be followed:

Responsibilities:

- | | |
|-------------------------------|--|
| Superintendent /
Principal | <ol style="list-style-type: none"> 1. The Superintendent /Principal or designee will determine if school is to be canceled after consulting with the Director of Maintenance and Transportation. 2. The Superintendent/Principal or designee will contact all radio stations and TV stations. |
| Principal | <ol style="list-style-type: none"> 1. The principal will notify all staff that school has been canceled. |
| Staff | <ol style="list-style-type: none"> 1. Certificated Staff: If before school, certificated staff need not report for work. If dismissal occurs after school has begun, staff shall monitor an orderly dismissal process as directed by the principal. 2. Classified Staff: If before school, classified staff need not report for work. If dismissal occurs after school has begun, staff shall monitor an orderly dismissal process as directed by the principal. |

Transportation will be provided for those employees who cannot provide their own due to the snow. Employees needing transportation who work at a school site should contact the school office.

District Office, Maintenance, and Transportation employees needing transportation who work at a school site should contact the school office.

Please understand that if the building Superintendent/Principal deems that the employee's presence is essential at work, then the above options do not apply.

In the event that there is enough snow to require plow/tractor for snow removal, the following procedure is to be followed.

- | | |
|-------------|---|
| Maintenance | <ol style="list-style-type: none"> 1. The head of maintenance will know if school will be held that day and if there is an immediate need for snow removal, or if it can be done later in the day with the District's regularly scheduled workers. If school will be held, the head custodian will work out removal procedures. |
|-------------|---|

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Severe Windstorm

If high winds or funnel clouds develop during school hours with little or no warning, the following emergency actions will be taken.

Responsibilities

Superintendent/
Principal

1. **Initiate Action Secure Building.**
6. **Notify the Superintendent**
7. **Follow with Action Go Home or Action Evacuation, if that becomes necessary.**
8. **If there are portable classrooms that may be unable to withstand the full force of wind, move the students from those buildings to a safer place on campus.**

Staff

1. **Ensure that all students are inside.**
 2. **Secure classroom by locking doors, closing windows and curtains, and having students remain in place.**
 3. **If it becomes evident that the force of the wind may shatter windows, the signal may be given to initiate Action Duck, Cover and Hold in the classrooms.**
- A. Warning: The intercom / intercommunication system or by messenger from the principal's office.**
- B. The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, Action GO HOME may be implemented prior to an emergency. However, if high winds develop during school hours with little or nor warning, the following emergency actions will be accomplished:**
1. **Implement Action TAKE COVER.**
 2. **Students and staff should be assembled inside buildings.**
 3. **Close windows, blinds, and drapes. Lock doors.**

4. **Remain near an inside wall.**
5. **Avoid auditorium and other structures with large roof spans.**

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6. **Evacuate classrooms bearing full force of wind.**
7. **Evacuate portable classrooms, if any. Move students to a safer place on campus.**
8. **Keep tuned to a local radio station (1060 or 1290 on AM channel) for latest advisory information.**
9. **Ensure that all students remain inside. Take roll.**
10. **Notify utility companies of any break, or suspected break.**
11. **If it becomes evident that the force of the wind may shatter windows, the signal may be given to initiate Action DUCK, COVER, and HOLD in the classroom.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES**Utility/Power Outage**

Although utility failure is not a disaster, it may be necessary to release students from school due to lack of heat, light or water or for other unforeseen circumstances. If the Superintendent (or designee) determines that this release is necessary, then it is incumbent on school personnel to ensure that students are well supervised and safe at all times.

Responsibilities

Superintendent/Principal

- 1. Initiate Action Go Home only upon direction of the Superintendent.**
- 2. Direct the loading with automobiles to leave only if the parents have been notified and have given permission for students to leave school.**

Staff

- 1. Notify the principal of any missing students.**
- 2. Follow directions from principal.**
- 3. Post signs in prominent places (e.g., outside classroom doors indicating where students have been located, if not at home.**
- 4. Follow pupil release procedures if parents or other adults pick up students.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Weapons on Campus

Due to the nature of the society in which we now live, and due to the ready availability of all types of lethal weapons, it is quite possible that guns and other weapons may be brought onto a campus, either by students (more likely at the secondary level) or outsiders. If it is ascertained by school personnel that a weapon(s) has been brought onto the campus, the following emergency actions will be taken.

Responsibilities

Superintendent/Principal

- 1. Initiate Action Secure Building. Elementary students in play areas or on athletic fields will return to their classrooms under the supervision of staff members. Secondary students in open areas will return, under supervision of staff, to designated large group areas such as cafeteria, gymnasium, and auditorium.**
- 2. Notify Butte County Sheriff's Department (911) and appropriate law enforcement agencies and proceed under their direction.**
- 3. Notify the County Superintendent.**

Staff

- 1. Follow Action Secure Building procedures.**

THE CRISIS INTERVENTION TEAM

The School Site Crisis Intervention Team is comprised of designated staff members and District support personnel who are able to assist with the identification, assessment and intervention of students and staff affected by a traumatic event such as a natural disaster, sudden death, suicide, bus accident, drive-by shooting, etc.

Activation of the Crisis Team and District Support Staff

In response to notification of an emergency or disaster, sudden death, suicide, school bus accident, etc., the principal should immediately notify the Superintendent and assemble the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

- Requesting assistance from the Public Information Officer to prepare a written statement and to direct other staff as to how to handle phone calls and requests for information about an emergency or disaster.
- Establishing a crisis center on campus where crisis team members will be available to meet with students.
- Superintendent/Principal to secure additional assistance and to mobilize the District Crisis Team.
- Promptly sharing factual information with staff, students, parents, and community.
- Planning staff meetings or other communications as soon as possible to share information.
- Providing an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.
- Providing a written statement which teachers may use to announce the event to students.
- Requesting teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

Crisis Incident Response Procedure

The Crisis Team will be called into action in the event of a crisis which affects the students and staff at an individual school site or multiple sites. If a crisis occurs on a weeknight or a weekend, the staff member who becomes aware of the crisis should contact the site principal at home. The Principal will decide whether or not to alert the Crisis Team (comprised of administrators, psychologists, counselors, teacher representatives, secretaries and health clerk). The Principal shall be the Crisis Team leader, unless another person is appointed in his absence. If the Crisis Team is assembled, the following schedule and procedures will be implemented:

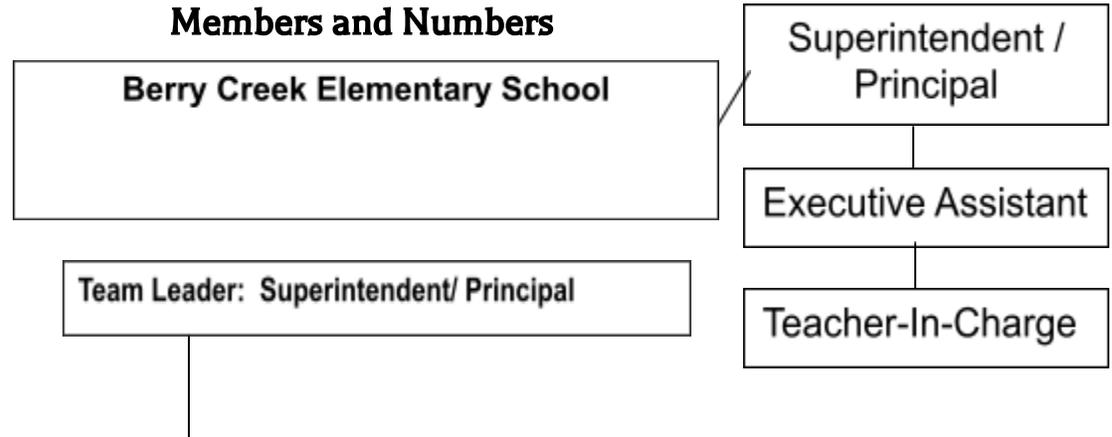
Crisis Team arrives and meets to assess the need

- I. Pre-school meeting
 - A. Principal lead Crisis Team through check list (p. 53)
 - B. Information distributed to staff on the crisis
 - C. Crisis Team assesses problem, needs and action plan
 - D. Staff meeting with Principal if necessary

- II. School day
 - A. Resource people available for psychological intervention
 1. Counselors and psychologist
 2. Crisis Center – establish place and operation
 3. District response team if necessary
 4. Other school district and/or community resources
 - B. Press release
 1. Notify District Superintendent and confer
 2. Information will be released by Principal or designee at a specified time
 - C. Home communication
 1. To be released by office and sent home with students per policy outlined previously.

- III. Post-school meeting
 - A. Debriefing
 - B. Information update
 - C. Plans for continued action—both short – and long-term

Crisis Intervention Team Members and Numbers



<u>Site Response Team</u>		
Name	Home #	Work #
Darcy Pollak	530-321-8959	530-589-1633
Nicole Cardwell	530-370-6195	530-589-1633

<u>Contact Numbers – Staff</u>	
Name	Home #
Nicole Cardwell	530-370-6195
Lillian Day	530-854-9175
Randi Erhard	530-764-1588
Aurora Manzone	530-990-3467
Summer Markut	530-353-8490
Julie McIntosh	707-499-5889
Jenna Miller	279-333-5051
Amy Novak	530-353-7795
Patsy Oxford	831-229-1126
Tom Peet	530-846-4925
Kellee Perez	916-718-7356

<u>Resource Team</u>	
Name	Home #
Rob Gibson/ Speech	530-570-5639
Teresa Moyer/ Psychologist	530-690-5750
Korrin Brooks/ Wellness Coach	530-712-8511

<u>Schools / Departments</u>	
Main Office	Ext. 100
Executive Assistant	Ext. 101
Superintendent Office	Ext. 102
Librarian/ Tech support	Ext. 104
Room 107- Grades Tk-1	Ext. 107
Room 106- Grades 2-4	Ext. 106
Room 105- Grades 5-8	Ext. 105
ASP OFFICE	Ext. 108
Afterschool	530-282-2025
Sports	530-990-0502

GENERAL PRINCIPALS: PSYCHOLOGICAL FIRST AID

1. Intervene Immediately – Be Direct, Active, Authoritative

The sooner the student is assisted in coping with the crisis situation, the better are the chances of restoring equilibrium. The longer the student remains in a state of confusion, unable to take some sort of action to address the situation, the more difficult it will be to intervene.

2. Keep the Focus of the Intervention on the Precipitating Situation

Help the student to accept that the crisis situation has occurred by encouraging the student to express the facts of the situation as well as expressing feelings. Don't let defense mechanisms such as denial operate and prolong the crisis situation.

3. Provide Accurate Information About the Situation

Give a realistic orientation about what has occurred and what might be the expected outcomes.

4. Do Not Give False Assurance: Always Remain Truthful and Realistic

Recognize the anxiety, depression or tension, but at the same time provide some sense of hope and expectation that the person will ultimately overcome the crisis. However, let the student know that things may never be the same as they were before the crisis.

5. Recognize the Primacy of Taking Action

Every crisis counseling interview should have an ultimate outcome of some action that the individual is able to take. Restoring the person to position of actor rather than victim is critical to success.

6. Provide Emotional Support for the Individual

Find a group of peers, school staff members or family members that can provide both support and temporary assistance during the crisis. Implement a buddy system so that the student isn't left alone.

7. Focus on Self-Concept

Emphasize how the person did cope with the situation so far and how the person has already begun to use strategies for moving forward. Encourage the individual to implement solutions or strategies which have a high probability of success.

Transportation Safety Plan

Education Code Section 39831.3 requires school districts to prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The three required plan components and the procedure for complying follow:

Procedures to determine if pupils require escort across a highway or private road:

1. The school bus driver shall escort all transported students who must cross a highway or street on which the bus is stopped, where traffic is not controlled by a traffic officer or official traffic signal.
2. The school bus driver shall ask at each school bus stop if anyone must cross the street on which the school bus is stopped in order to reach their destination.
3. The bus driver shall review student rosters/addresses to determine if students need to be escorted across the street.

Procedures for all pupils in pre-kindergarten, kindergarten, and grades one to eight, to follow as they board and exit the appropriate school bus at each pupil's school bus stop:

1. The school bus driver will monitor pupils as they exit and board at each school bus stop and trip destination to ensure the pupil is boarding the appropriate school bus and exiting at the appropriate bus stop.
2. Assigned school site staff will monitor school loading zones and assist students in boarding the appropriate school bus.

Procedures for boarding and exiting a school bus at a school or other trip destination.

1. The school bus driver along with assigned school site staff will monitor pupils exiting the school bus before school and will monitor pupils boarding the school bus after school to ensure orderly and safe exiting and boarding. The school bus driver will have this same responsibility on activity trips.
2. Students should board the bus one at a time and move quickly to an open seat.
3. If a student drops papers or other objects while boarding the bus, he/she should get the attention of the bus driver. Never go under or near the school bus to retrieve objects since the bus driver may not see you.
4. No pushing shoving or horseplay is allowed when exiting and boarding a school bus.