

# Comprehensive School Safety Plan

## 2025-2026 School Year

**School:** Douglas City Elementary School  
**CDS Code:** 53716966053722  
**District:** Douglas City Elementary School District  
**Address:** 100 School Rd.  
Douglas City, CA 96024-0280  
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- with Staff  
- with Law Enforcement  
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**Approved by:**

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## **Comprehensive School Safety Plan Purpose**

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

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

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

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

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

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

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

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

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

## **Safety Plan Vision**

We create and maintain learning environments where students, staff, and parents feel welcome and safe.

### **AFFILIATION AND BONDING**

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

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

### **BEHAVIORAL EXPECTATIONS**

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

#### ACADEMIC EXPECTATIONS

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

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

#### BP 4156.2 Awards & Recognition

#### REVISIONS:

SSC Approved 2-21-11, 11-13-13, 1-12-15, 2-10-20, 1-13-21, 1-30-22, 12-15-23, 12-16-24, 12-16-25

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

### **Douglas City Elementary School Safety Committee**

The safety committee consists of the Superintendent, Head of Maintenance/Transportation, teacher, classroom aides, school board member, and Parent Advisory Committee, which is made of staff members and parents.

### **Assessment of School Safety**

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

The following information is reviewed annually by the committee:

- Student Behavior Incident Reports
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys

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

Recent research has indicated that comprehensive safe school planning can be instrumental in producing a safe school environment. In the Los Angeles area the process has been refined and revised over the past ten years and four basic principles have evolved:

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

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

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

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

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

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

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

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

Policy Reference 5141.4

Child abuse or neglect includes the following:

- A physical injury or death inflicted by other than accidental means on a child by another person
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect of a child as defined in Penal Code 11165.2
- Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

- A mutual affray between minors.
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
- An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Mandated reporters include, but are not limited to: teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. Reasonable suspicion means that it is objectively reasonable for a person to entertain 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 or neglect.

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

#### Reporting Procedures

It is the policy of Douglas City School that child custodians immediately report known or suspected child abuse by telephone to the Trinity County CWS Agency. Suspected sexual assault should be reported directly to the local law enforcement agency, followed by a report to Child Protective Services.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for ensuring that the call was actually made. Notify and request, if needed, the assistance of the Douglas City School staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date, and time contacted, and any instruction or advice received.

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local protective agency a written report.
2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Douglas City School regulations. At the mandated reporter's request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement official.

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

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

The Governing Board is fully committed to preventing violence and crime on school grounds. The superintendent/principal and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

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

The superintendent and principal have developed and maintain a disaster preparedness plan, which details provisions for handling all foreseeable emergencies and disasters.

This District plan includes the following situations:

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

The District plan includes:

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

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

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

### **GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES**

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:

- Establish a buddy system\*. People with disabilities should prepare for an emergency ahead of time by instructing a co-worker or supervisor on how to assist in the event of any emergency.
- If assistance is not immediately available, disabled people should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped. She/he should continue to call for help until rescued.
- Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.

### **Evacuation Policy for People with Disabilities**

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

In All Emergencies, After an Evacuation has Been Ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.

- Check on people with special needs during an evacuation, determine if they have established a “buddy system,” and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

1) \*Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack. Develop a “buddy system” for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack. “Buddies” should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack.

- o Have an escape route and safety plan in mind specific to their respective needs;
- o Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.
- o Establish a “buddy system” with coworkers.
- o Plan ahead by identifying potential areas to hide throughout their work-place prior to an incident occurring;
- o Coordinate with management and colleagues/” buddies” ahead of time regarding the type of assistance they can provide to help with concealment;
- o Use assistive devices or durable medical equipment to secure a hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- o Practice self-soothing techniques to remain calm and collected; and
- o Look for improvised weapons that can be used aggressively within an individual’s ability

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

**Adaptations for Students with Disabilities**

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

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

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

The list should include the student’s:

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

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

Evacuation

- Ensure all evacuation routes (on campus) are navigable by students who use a wheelchair, walker, cane or have limited mobility/visual impairments.
- Ensure student has appropriate and supported access to stairs, if class is not on the first floor.

#### Evacuation Assistance

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

Mobility Disabilities Evacuation. Demonstrate to staff how to evacuate wheelchairs.

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

DEVICES can be used to assist multiple students.

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

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

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

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

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

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

#### Blind/Low Vision Evacuation

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

#### Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)

- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up.
- Account for unaccompanied students immediately in emergency

#### Cognitive Disability Evacuation

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

#### Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in assembly area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.

#### Medically Fragile/Special Healthcare Needs Evacuation

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

#### Earthquake

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

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

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

#### Assisted Toileting

- Create an accessible latrine stall
- commercially available or build with materials on-hand (unused walker)
- extra-large stall for maneuverability (two privacy screens)

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

#### Students Who Have Medical Procedures during the School Day

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

#### Medication

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

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

#### Transportation/Relocation

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

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

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

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

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

#### On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

#### Authority to Expel

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

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

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

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

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

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

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

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

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

#### Due Process

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

#### Maintenance and Monitoring of Outcome Data

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

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

Policy Reference: BP/AR 5144.1

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

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

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Policy Reference: BP/AR 4158

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

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to providing a safe work environment that is free of discrimination, harassment, and intimidation, including sexual harassment. The Board prohibits sexual harassment, as defined in the accompanying administrative regulation, in district programs and activities by and against district employees. For purposes of this policy and accompanying administrative regulation, employees include interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sexual harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to: (Education Code 231.5; Government Code 12950.1; 2 CCR 11023; 34 CFR 106.8, 106.45)

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Publicize as specified in Exhibit (1) 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, the required notifications related to Title IX to employees, applicants for employment, and bargaining units
4. Ensuring prompt, thorough, fair, and equitable investigation of complaints through the appropriate state and/or federal procedures
5. Taking timely and appropriate corrective/remedial action(s)

The Superintendent or designee may periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to harassment policy(ies), complaint procedures, or training, as appropriate and in accordance with law.

**Reports and Complaints**

Any district employee who has experienced sexual harassment in the district's education program or activity may file a complaint with the district's Title IX Coordinator. (34 CFR 106.8)

Any employee with knowledge of conduct that reasonably may constitute sexual harassment by or against another district employee, a student, or a third party in a district education program or activity shall notify the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or Administrative Regulation 4030 - Nondiscrimination in Employment, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, concurrently meets the requirements of Administrative Regulation 4030 - Nondiscrimination in Employment.

Before or after the filing of a formal complaint or where no formal complaint has been filed, the Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and the respondent, as deemed appropriate under the circumstances. (34 CFR 106.30, 106.44)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

BP/AR 4119.11

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

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

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Policy Reference: BP/AR 5132

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

The District ensures compliance with federal disability laws by maintaining procedures to provide reasonable accommodations and continued access to services for students with disabilities during emergencies, consistent with ADA, Section 504, and IDEA.

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

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

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

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

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

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

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

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

Procedures for safe ingress and egress of students, parents, staff, and visitors are provided through the handbook, orientations, assemblies, and social media. Parent/Guardians are informed of procedures for student drop-off and pick-up and given frequent reminders about traffic and campus safety. Administration assist families in crossing at designated places within the school boundaries. DCS is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive at campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy and is subject to disciplinary consequences.

Procedures for campus visitors and volunteers, are outlined in the Parent-Student Handbook. Campus visitors are required to check in with school personnel in the main office. Office staff will verify pre-approval of campus visitor and their appropriate identification. Upon verification, the visitor will be issued a visitor badge and be required to sign-in and out during the visit. School volunteers are required to fill out a volunteer application. Upon clearance from the District, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers are required to check in with school personnel and sign-in and out upon each visit.

BP/AR 6159

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

### **Component:**

Characteristics of Students and Staff

### **Element:**

ETHNIC/CULTURAL DIVERSITY

The District maintains written procedures to support immigrant students and families and to provide timely notification to parents, staff, and administrators when immigration enforcement activity is confirmed, in compliance with SB 98 and EC §234.7. AR/BP 1445

All backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities. District programs and activities are free from discrimination with respect to sex, race, color, religion, national origin, or ethnic group. All staff are highly sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Curriculum and activities are created to help students realize the value of individual ethnic and cultural differences.

BP/AR 5145.3 Nondiscrimination/Harassment

### **LIFE EXPERIENCES OF STUDENTS AND STAFF**

Social service support systems are coordinated with school to provide needed services. Douglas City School coordinates social service support systems through the school by providing needed services (e.g. food, clothing, shelter, protective services, parenting classes, support groups) either by using in place school programs such as Love & Logic Classes, Life Skills, Club Live, ASES, school counselor and nurses or by referral to outside support systems such as the local health department, Child Protective Services and the Human Response Network.

To address issues relevant to the student body, Douglas City School employs the expertise of support services such as Trinity County Office of Education, Behavioral Health, and the Trinity County Tobacco Education Department to hold classes during school to address such issues as violence, gangs, drugs and family structures. The school also utilizes known artists and other people in the community that have a unique and/or special talent that they can share with the students to enrich their education.

**STAFF EXPERTISE**

Staff receive ongoing in-service training to meet the changing needs of the student body. (e.g. training in conflict resolution, anger management, cultural awareness, ADHD, students with disabilities, students with severe emotional/behavior problems, alcohol, and other drug use prevention, and child abuse reporting requirements)

- BP 4131 Staff Development-Certificated Employees
- BP/AR 4158 Employee Security
- BP 4231 Staff Development-Classified Employees
- BP/AR 5141.4 Child Abuse Reporting Procedures

**PHYSICAL HEALTH CONCERNS**

Douglas City School has instructional programs in place which are geared specifically to nutrition, alcohol, tobacco and drug abuse prevention, and AIDS and other communicable diseases. The school also utilizes the services offered by the experts in the field for prevention and intervention programs for students and their families.

- BP/AR 5131.6 Alcohol and Other Drugs
- BP/AR 5131.62 Tobacco
- BP/AR 6142.1 Family Life/Sex Education/HIV and Aids Prevention Instruction

Douglas City School coordinates with the Trinity County Office of Education to ensure that severely emotionally disturbed (SED) students and others who have physical disabilities or difficulty adjusting to the student environment receive appropriate educational services. These programs/services include counseling for both the students and families, Individualized Education Programs (IEP), Resource Specialists, and trained paraprofessionals when needed. Alternative placement in a nonpublic nonsectarian school or agency is available after all other possibilities have been exhausted.

- AR 5144.2 Suspension and Expulsion/Due Process (Individuals with exceptional needs)
- BP/AR 6159 Individualized Education Program
- BP/AR 6159.2 Nonpublic Nonsectarian School or Agency Services for Special Education

**Opportunity for Improvement:**

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|            |              |           |             |            |

**Component:**

The School's Physical Environment

**Element:**

## SCHOOL LOCATION

The school is not in close proximity to businesses and commercial centers, but is still an integral part of the community through its role in community activities. Douglas City School encourages community participation through the use of volunteer assistance and other school- connected organizations. Our ASES and Parent Advisory Committee encourage ALL community members to become involved with the school by participating in the many activities offered throughout the year.

BP 1112 Media Relations  
BP/AR 1240 Volunteer Assistance

Douglas City School is located off highway 299, miles from commercial areas which keeps safety hazards such as toxins or heavy traffic from impacting our school. The school, instead of seeking the cooperation of nearby businesses (since there is only two), employs the help of community members, the Sheriff's Department and Probation Department, and the CHP to obtain information on possible student crimes and truancy.

BP 1400 Relations Between Other Governmental Agencies and the Schools

## SCHOOL GROUNDS

Douglas City School campus consists of six buildings; the main classrooms are in four, the gym/cafeteria in one and the school office other. To keep our students supervised, safe, and maintain an orderly environment, the campus is "closed" during school hours. Once students arrive at school, they must remain on campus until the end of the school day unless they have brought written authorization from their parents/guardians and received permission from school authorities to leave for a specific purpose. Students who leave campus without such authorization are classified as truant and will be subject to disciplinary action.

The school is committed to keeping the school safe from intruders and requires all visitors to register in the office upon coming on campus. All staff members are trained on what action to take if they observe a stranger on campus and when and how to get help from law enforcement authorities when necessary.

BP/AR 3516 Emergencies and Disaster Preparedness Plan

Douglas City School places a high priority on safety and on the prevention of student injury. The school campus, except for designated parking areas, is surrounded by a chain link fence with locked gates. Vehicles do not have access to school grounds. Staff ensures that certificated and classified employees are constantly supervising the conduct and safety of students who are on school grounds before and after school, during recess, and during other intermissions.

When physical conditions exist that could lead to accidental harm (damaged playground equipment, fences, lights, or broken glass) the maintenance person is contacted to correct the damage immediately.

Douglas City School does not have a swimming pool. All areas, except the gym are carpeted to protect against slipping and there are no stairs. On the playground where recreational equipment is present there is OSHA approved landing material (pea gravel) to protect against falls from the equipment.

The Governing Board and Staff at Douglas City School consider vandalism a very serious matter. Any damage caused, including the writing of graffiti, is given priority attention and corrected as soon as possible.

BP 5131.5 Vandalism, Theft and Graffiti

## SCHOOL BUILDINGS AND CLASSROOMS

Douglas City School buildings and classrooms are very well maintained, free of physical hazards and attractive. Our fire alarm system is connected to an alarm company who alerts school administration and fire department if needed during an emergency. There is also an external video surveillance security system in place to further prevent off-hour criminal activities.

All classrooms have an appropriate amount of space for student-teacher ratio. All educational staff members take pride in appropriately decorating their classrooms, the computer lab, resource room and gym to make them appealing to the eye and to generate student interest.

## INTERNAL SECURITY PROCEDURES

School crime is consistently recorded by the Administrative Secretary in compliance with state law. All crime data is compiled and this information is submitted regularly to the State Department of Education. Copies of any crime reports are always available to the public upon request.

To protect valuables and equipment, the school maintains an up-to-date inventory of all valuable assets. All assets are tagged with inventory tags and recorded in the fixed asset inventory with all identification information (description, serial number, date of acquisition, current location). All valuables and equipment are stored in secure locations within the school to prevent theft. At the end of each year a physical inventory is taken to ensure that all valuables are on campus.

Douglas City School has an average staff to student ratio of one staff member for every 5 students. The campus is small and therefore the staff is used as effective monitors and there is no need to recruit outside help.

The school recognizes that district facilities are a community resource whose primary purpose is to be used for school programs and activities and that school facilities provide an important link between district and community. Because of this belief, the school authorizes the use of school facilities without charge by nonprofit organizations, and clubs or associations organized to promote youth and school activities. Douglas City School has a "Facility Use Permit" which allows any community group to use the school facilities during off-hours, so long as they submit a statement of information indicating that the organization upholds the state and federal constitutions, carries appropriate insurance, and does not intend to use school premises to commit unlawful acts.

BP/AR 1330 Use of School Facilities

BP/AR 3530 Risk Management/Insurance

Douglas City School maintains policies and procedures to follow during human emergencies and natural emergencies. All school personnel and students receive training to respond quickly and responsibly to emergencies, disasters, and events that result in a disaster. Douglas City School also provides continuous training to staff members throughout the school year on other safety issues. Douglas City School uses a 2-way radio system of communication that improves communications and safety during emergency situations.

BP/AR 3516 Emergencies and Disaster Preparedness Plan

AR 3516.1 Fire Drills and Fires

AR 3543 Transportation Safety and Emergencies

BP 5145.12 Search & Seizure

BP/AR 5131.7 Weapons and Dangerous Instruments

### Safe School Action Plan

#### A. Description:

Douglas City School is situated on a bluff above the community of Douglas City, overlooking the Trinity River and Highway 299. The campus is located at the end of a short two-lane road that provides direct access to the school.

The school facilities are modern, well-lit, and well-equipped, and they are fully compliant with the Americans with Disabilities Act (ADA). In addition to nine general education classrooms and one special education/resource room, the district maintains a multipurpose room/cafeteria, administrative offices, a teachers' preparation room, and a bus garage. The fenced playground is spacious and includes basketball courts, tetherball courts, and pickleball courts. The campus also features an all-grass soccer and football field with a running track around its perimeter.

School facilities and playground areas are inspected monthly to ensure a safe and secure environment for students. Additionally, the district undergoes an annual inspection conducted by a representative from the Northern California Schools Insurance Group to identify and address any potential safety concerns.

#### B. Objective for change: Campus Safety

##### 1. Related Activities:

- Additional Outdoor Lighting-Buildings & Parking Lot
- Fixing drainage issues at entrance to parking lot and drain in quad

- Signage for Room Numbers
2. Resources needed:
- Funding Source
  - Electrician
  - Potential Electrical Upgrades
  - PUD Assistance
  
  - Funding Source
  - Plumber/Water Company/Con Camp
  - Excavation for drainage
  
  - Funding source
  - Coordinate with THS Metal Shop
3. Persons responsible for implementation:
- Principal/Superintendent & Maintenance for coordination
4. Time implementation: Complete activities by the end of the current school year.

**Opportunity for Improvement:**

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|            |              |           |             |            |

**Component:**

The School's Social Environment

**Element:**

## LEADERSHIP

The Principal/Superintendent provides strong leadership and vision for school achievement, establishes positive style and tone, and sets direction for the school.

The Douglas City School administration believes that shared decision making at the site level can be the key to improving education. Staff, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring and evaluating plans which respond to the school's unique needs and which also coincide with district goals. Throughout the year, our Principal/Superintendent seeks out ideas and suggestions from certificated and classified staff members along with the students, parents and community members as evidenced by the strong Parent Advisory Committee, numerous staff meetings, and constant communication with parents and community members.

The Douglas City School administration recognizes the importance of staff attitudes toward and treatment of students and parents and because of this personally models and expects staff to demonstrate responsiveness, respect, consideration and sensitivity. The Principal/Superintendent is readily available to parents, students, staff and community members.

The Principal/Superintendent is actively involved in all curricular matters. She fosters teamwork by requiring all certificated staff members to take part in the establishing of performance standards and the articulation of curriculum throughout each grade level in the school. Also, when needed, she helps coordinates a student study team for students who need an Individualized Education Plan or who are struggling behaviorally or academically.

## SCHOOL SITE MANAGEMENT

The Douglas City School administration believes that shared decision making at the site level can be the key to improving education. Staff, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring and evaluating plans which respond to the school's unique needs and which also coincide with district goals.

The Parent Advisory Committee participates in setting goals and has input in budgeting financial resources to reach those goals. Community members are always encouraged to provide input that would improve any aspect of the school. In addition, student study teams are employed to set individual goals for students when necessary.

Douglas City School, in conjunction with the Trinity County Office of Education, provides services such as counseling, health evaluation, and referrals to help meet the needs of students and families. Educational resources such as tutors are also always available to any student who needs extra academic assistance to be successful.

## CLASSROOM ORGANIZATION AND STRUCTURE

Douglas City School believes that a quality education can only happen in an orderly learning environment that provides an opportunity for each student to develop the concept of self-worth, self-discipline, and a positive attitude towards responsible citizenship. Part of the school curriculum focuses not only on the mastery of basic skills, but also fosters an awareness and understanding of our country's history, ideals, diverse ethnic, racial, and cultural heritage while developing student capability for emotional development, anger management, choices, refusal skills, social expectations, career decisions, goal setting, and effective communication and relationships.

### BP 0200 Goals for the School District

#### BP/AR 5113 Absences & Excuses

Learning styles of students are constantly assessed and appropriate instructional strategies employed to accommodate varying styles. Student assessment is used to help students, parents and teachers to identify each student's academic strengths and progress as well as areas needing improvement in order to enhance teaching and learning.

It is recognized by school staff that class time should be dedicated to student learning and that classroom interruptions that are not related to the educational program should be kept at an absolute minimum. To ensure that classroom interruptions are minimal, any messages to teachers or students are distributed in writing and are only delivered during recess, except in the case of an emergency. School maintenance operations involving noise or classroom disruption are performed after school hours and school visitors and observers come through the office to make sure that their entry into classrooms are at a time that will not disrupt the education of students.

#### BP/AR 1250 Visitors/Outsiders

Curriculum is developed in a way that encourages students to work together through cooperative learning techniques. All staff

members observe closely at all times to ensure that students are not permitted to victimize more vulnerable students. Any student who engages in this behavior is quickly and appropriately punished which deters other students from participating in this unwanted behavior.

#### BP/AR 5144.1 Suspension and Expulsion/Due Process

#### DISCIPLINE AND CONSEQUENCES

Douglas City School provides for the fair and equitable treatment of students facing disciplinary action by affording them not only their due process rights under the law, but by clearly disseminating academic and behavioral expectations and the related consequences to students who choose to deviate from them. Written dissemination of these expectations and consequences occur through the distribution of the "Douglas City School Student/Parent/Teacher Compact", "Parent-Student Handbook" and the "Parent's Rights Handbook." Verbal dissemination is accomplished through certificated staff discussions with their class. All staff members are trained by administration to understand behavioral expectations and what action to take when student misconduct occurs so that they may respond fairly and consistently. There are existing policies in place regarding behavioral discipline and academic expectations to ensure that staff members follow consistent procedures.

When criminal behavior on school campus occurs, the administrator notifies the appropriate county law enforcement authority if necessary. The school policy "Suspension and Expulsion/Due Process" clearly defines when and how to notify law enforcement authorities.

Disciplinary policies have been developed jointly by the administrator and classroom teachers at the school. These policies were developed under the belief that positive conflict resolution techniques should be used to avoid unnecessary confrontations and when misconduct occurs, that the staff shall make every effort to identify and correct the cause of the student's misbehavior rather than focus solely on the symptoms of the problem.

#### Douglas City School Student/Parent/Teacher Compact

BP 4118 Suspension/Disciplinary Action

BP 4218 Dismissal/Suspension/Disciplinary Action

BP/AR 5131 Conduct

BP/AR 5132 Dress & Grooming

BP/AR 5144.1 Suspension and Expulsion/Due Process

BP/AR 5145.7 Sexual Harassment

#### PARTICIPATION AND INVOLVEMENT

Douglas City School facilitates partnerships between the school and parents, students, staff and community members through a school improvement program administered by the Douglas City School Booster Club and Parent Advisory Committee. Parents and community members are recruited to help in the development of all aspects of school improvement, from community involvement to school beautification. The school believes that keeping students, parents and community members involved helps strengthen the feeling that what happens at the school is "their" concern. To maintain involvement, the school maintains a constant level of communication through newsletters, social media, notices and verbal communication.

The school uses the resources of many community support agencies such as mental health, child protective services and juvenile probation department.

School staff recognize that parents are their children's first and most influential teachers and that continued parental involvement in the education of children greatly contributes to student achievement and conduct. Administrators and teachers keep parents well informed about school expectations and encourage parents to serve as volunteers in the school.

BP/AR 1240 Volunteer Assistance

BP/AR 6020 Parent Involvement

#### Safe School Action Plan

#### A. Description

Douglas City Elementary School is a single-school district located in Trinity County, California, serving a geographic area of approximately 125 square miles. The district serves students residing in and around the small community of Douglas City. The school enrolls approximately 153 students in grades Transitional Kindergarten through eighth grade. While the student population has limited racial diversity, approximately 18% of students participate in the Resource Special Education Program, and approximately 10% are identified as English Language Learners.

The school is staffed by a superintendent/principal, two administrative secretaries, a business manager, nine general education classroom teachers, a special education teacher, a physical education teacher, a Spanish aide, music/dance aide, art aide, classroom aides at each grade level, special education aides, three bus/van drivers, two custodians, a maintenance/transportation supervisor, a cook, and a cook assistant. The After School Program staff includes a site coordinator and six instructional assistants. The administrative team works collaboratively with the school board, staff, and parents to ensure a positive and supportive school environment. Parents are actively involved through participation in the Parent Advisory Committee and the Booster Club.

Student discipline is addressed in accordance with district policies and is typically managed by the classroom teacher or aide, with referrals to the principal as necessary. Parents are informed of student misbehavior and are engaged as partners in addressing and correcting inappropriate behaviors. School counselors support students with personal and social concerns and assist in resolving behavioral issues, with additional counseling services provided by the school psychologist as needed.

Douglas City Elementary School is committed to maintaining a safe, supportive environment conducive to teaching and learning. At the beginning of each school year, students and parents receive a handbook outlining school programs and clearly defined behavioral expectations. Staff members utilize a team-based approach when implementing social-emotional learning initiatives and disciplinary practices. Students are supported by all staff members, regardless of classroom assignment, and all students are expected to succeed.

Strong home-to-school communication is maintained through written notes, phone calls, email, conferences, and newsletters. Programs and practices that promote a positive learning environment at Douglas City Elementary School include:

- Morning school greeting/pledge of allegiance
- Positive and consistent behavior expectations
- A rigorous and engaging curriculum
- Sports Program (volleyball, basketball, cheerleading, track, cross country, archery, unicycling, mountain biking)
- Classroom field trips
- Honor Roll
- Special assemblies
- Friday Campus Music
- Readers of the Trimester Dinner with the Superintendent
- Citizenship awards
- K & 8th Community Service Garden Project @DC Store
- Middle School Citizen Science Project
- Schoolwide music and drama productions
- 6th-8th Grade Electives
- After school Intervention Program
- Visual & Performing Arts instruction offered for all grades
- Spanish Instruction
- Monthly classroom newsletters
- Student Success teams
- After School Program
- Attendance acknowledgements
- Wednesday spirit days
- ASES Community Service Project
- MathCounts
- Club Live/TUPE Programs

B. Objective for Change: Create school atmosphere of cooperation, collaboration, and tolerance

1. Related activities:

- Class meetings with assistance of counselor
- Team building activities
- Buddy activities
- PBIS – Focus on schoolwide virtues
- Continued participation in Club Live/TUPE
- Spirit Week and pep rallies throughout the year

2. Resources needed:

- Time for scheduling Buddy activities – staff meetings
- Time for class meetings
- Time to work with leaders of Club Live

3. Persons responsible for implementation:

- Principal/Superintendent
- Teachers/ASES staff

4. Time implementation: Complete activities by the end of current school year.

C. Objective for Change: Increase education of students on personal safety

1. Related Activities

- Training on cyberbullying
- Middle School Family Life/Health Classes
- Social Emotional Learning
- Participate in available community-run safety programs
- Participate in Reach/Youth Advocacy Workshop
- Student personal safety education
- TK/K learn their address & phone number
- K & 8 Fire Safety

2. Resources needed:

- Time to schedule trainings

3. Persons responsible for implementation

- Principal/Superintendent
- Technology Aide
- Classroom Teachers

4. Time implementation: Complete activities by the end of the current school year.

D. Objective for Change: Increase pride in the school.

1. Related activities:

- Spirit Days led by Club Live
- Promoting weekly, Wednesday Spirit Days
- Positive student announcements
- School dances
- Press Releases
- School website/Facebook Page/Bloomz app
- Murals
- School Garden
- School Track Meet
- Winter Performance
- Jogathon
- Unicycle Club
- School spirit fence art
- Display student art work, class work, pictures, etc. in gym

- Schedule School Spirit and Clean-up days
  - Display PBIS/Club Live bulletin board
  - Use All Call system to connect with families
2. Resources needed:
- Time to plan for student announcements
  - Time to prepare gym bulletin board displays
  - Time to plan Spirit and Clean-up days
3. Persons responsible for implementation:
- Teachers
  - Principal/Superintendent
  - Club Live Advisor
4. Time implementation: Complete activities by the end of the current school year.

**E. Objective for Change: Increase Parent Involvement**

1. Related activities:
- Expand participation in Booster Club & Parent Advisory Committee
  - Involve parents on field trips and during classroom events
  - Family Sports Night, Game Night or Movie Night, Family Fun/STEAM
  - Volunteer recognition
  - Classroom incentives
  - Involve parents in school garden
  - 1st & 2nd Trimester Parent Conferences
  - Continue to involve parents in our school track meet, jogathon
  - Parent donations of classroom needs-prizes, snack, supplies
2. Resources needed:
- Time for scheduling activities
3. Persons responsible for implementation:
- Principal/Superintendent
  - Teachers
4. Time implementation: Complete activities by the end of the current school year.

**Opportunity for Improvement:**

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|            |              |           |             |            |

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

**Douglas City Elementary School Student Conduct Code**

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

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

## **Conduct Code Procedures**

The Governing Board established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. Prohibited student conduct includes, but is not limited to:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

Use of a smartphone or other mobile communication device in an unauthorized manner

Plagiarism or dishonesty on school work or tests

Wearing of any attire that violates district or school dress codes, including gang-related apparel

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

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

The rules of the school pertaining to student discipline are distributed through the Parent-Student Handbook and are available in the Principal's Office at the Douglas City School Office.

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

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:  
Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

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

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:  
Promotes an understanding of diversity, equity, and inclusion

Discourages the development of discriminatory attitudes and practices

Includes social-emotional learning and nondiscriminatory instructional and counseling methods

Supports the prevention, recognition, and response to hate-motivated behavior

Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

## Complaints

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

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

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

BP5145.9

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

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

### Purpose

To protect students, staff, and visitors during an active assailant (active shooter) event by providing clear, plain-language actions aligned to the Standard Response Protocol (SRP) and California law.

### Scope

All school grounds, facilities, programs, and events during school hours and school-sponsored activities.

### Procedures (SRP Actions)

#### Recognize & Notify (Immediate)

Anyone who sees/hears a credible threat: Call 911 and notify the front office/administrator.

Office/Administrator initiates the appropriate SRP action via PA/radio/text:

LOCKDOWN — "Locks, Lights, Out of Sight."

EVACUATE — when it is clearly safer to move away from the threat.

LOCKOUT — "Get inside. Lock the outside doors." (used if a threat is near but not on campus).

Use plain language (no codes). Repeat the action and location if known.

#### LOCKDOWN (most likely initial action for on-campus threat)

Lock the door; do not open for anyone until an all-clear by law enforcement/administration.

Lights out, stay quiet, out of sight (away from windows/door sight lines).

Silence devices; mute classroom phones/intercom if possible.

Barricade as feasible. Maintain a calm environment for students.

#### EVACUATE (when a safe route exists)

Move quickly to the designated safe direction/site; leave belongings behind.

Adults lead with hands visible; account for students at the rally location.

Do not re-enter buildings until cleared by law enforcement/administration.

#### LOCKOUT (threat in the neighborhood/perimeter)

Bring everyone inside; lock exterior doors.

Continue instruction; increase situational awareness; prepare to escalate to LOCKDOWN if needed.

#### Medical Response

When safe to do so, activate the site's Stop the Bleed/first-aid protocols.

Direct EMS to injured once law enforcement declares areas safe.

#### Accounting & Reunification

Follow district accounting and the Standard Reunification Method (SRM) for controlled release to parents/guardians after law enforcement clears the scene.

Use pre-identified reunification site(s) and roles (Greeters, Student/Parent Checkers, Runners).

#### All-Clear

Only law enforcement/Incident Command will issue the All-Clear. Resume operations or begin reunification/recovery per directive.

#### Roles & Responsibilities

##### Superintendent/Principal (IC or designee)

Serve as (or appoint) Incident Commander until unified command is established with law enforcement.

Authorize SRP(Standard Response Protocol) action; coordinate with 911; initiate district communications.

Ensure transition to reunification and recovery/mental-health supports.

##### Office Staff

Call 911 if not already done; keep lines open for first responders.

Push mass notification (Schoolwise All Call/SMS/email) as directed by IC.

Maintain visitor/staff sign-in lists for accountability.

##### Teachers/Support Staff

Execute SRP (Standard Response Protocol) action immediately; keep students calm and accounted for.

Do not open doors during LOCKDOWN until law enforcement/IC's verified all-clear.

Bring red/green cards, class rosters, and go-kits to evacuation and reunification as applicable.

##### Campus Security/Custodial

Assist with exterior door SECURE/perimeter checks when safe.

Provide maps/keys to first responders at the command post.

##### Counseling/Student Services

Activate psychological first aid and post-incident support plan; coordinate with county/partner agencies.

##### Communications

-Internal: Plain-language SRP announcements; radios on designated channel; minimize radio chatter to essential updates.

-Families/Community: Timely Schoolwise All Call/SMS/email updates approved by IC; avoid operational details that could compromise safety.

-Media: Direct all inquiries to the district PIO/Superintendent; coordinate with law enforcement PIO.

##### Training, Exercises, and Drills

Provide annual SRP (Standard Response Protocol) training for all staff; student training appropriate to age/development.

Conduct age-appropriate drills in collaboration with local law enforcement; no hyper-realistic simulations (e.g., no fake gunfire or moulage).

After each drill/incident, complete an after-action review and update the plan.

##### Documentation & Post-Incident Recovery

Complete incident reports, staff debriefs, and an after-action improvement plan.

Implement the SRM (Standard Reunification Method) after-care steps; provide counseling/mental-health resources.

Preserve evidence areas as directed by law enforcement.

BP/AR 3516

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

### **Examples of Prohibited Conduct**

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. **Physical bullying:** An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. **Verbal bullying:** An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. **Social/relational bullying:** An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. **Cyberbullying:** An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

### **Measures to Prevent Bullying**

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

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Staff Development

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

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

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

#### Information and Resources

The Superintendent or designee shall post on the district's 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)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

#### Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy 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 are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

#### Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether 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, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be 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 a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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 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, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

AR 5131.2

### **Sudden Cardiac Arrest & Medical Emergencies**

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when accidents and injuries to students occur and that parents/guardians are notified as appropriate.

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

#### "Do Not Resuscitate" Orders

The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders except under the specific written direction of the Superintendent or designee. The Superintendent or designee may only direct a staff member to follow a "do not resuscitate" order if he/she has received a written parent/guardian authorization, with an authorized health care provider statement, and an order of an appropriate court.

The Superintendent or designee shall ensure that parents/guardians who have submitted a "do not resuscitate" order are informed of this policy.

#### Automated External Defibrillators

The Board authorizes the Superintendent or designee to place automated external defibrillators (AEDs) at designated school sites for use by school employees in an emergency.

The Superintendent or designee shall develop guidelines for employees regarding these devices and shall ensure that employees receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The guidelines shall also specify the placement, security, and maintenance of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee that an AED will be present or will be used in the case of an emergency, or that a trained employee will be present and/or able to use an AED in an emergency, or that the AED will operate properly.

BP5141

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

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

The District provides naloxone hydrochloride, commonly known as Narcan, to school nurse and trained personnel who have volunteered and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The County Office of Education school nurse shall obtain from an authorizing physician and surgeon a standing order specifying the quantity of naloxone hydrochloride or another opioid antagonist to be furnished.

Pursuant to California Education Code 49414.3, the district will utilize naloxone hydrochloride or another opioid antagonist for emergency aid and shall distribute a notice at least once per school year to all staff that contains a description of the training that the volunteer will receive. Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

#### Opioid overdose Protocol:

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

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

Steps to take:

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

BP/AR 5141.21

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

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

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

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

#### PREVENTION STRATEGIES

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Douglas City Elementary School District, and law enforcement representatives.
2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the school emergency contact application, which consists of three major interfaces:
  - After-hours emergency contacts for each school within the district, as well as the district itself. These contacts should only be used in the event of an emergency when school is not in session.

- Law enforcement agencies and other emergency personnel (i.e., PERT) emergency contact information during critical after-hours, weekends, and holidays.
  - Individual school users enable schools to provide law enforcement the ability to contact individual school officials during critical after-hour emergency situations.
3. Adopt an anonymous student reporting system and application and implement the following steps:
    - Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
    - Install the anonymous reporting app on all school-issued devices.
    - Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.
  4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:
    - Document in the student's discipline record all reports of suspected warning signs or threats and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
    - Document in the victim's student record the circumstances and the response of the school to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong/grievance.
  5. Adopt the following violence prevention programs available from Sandy Hook
    - Start with Hello: Social isolation is the overwhelming feeling of being left out, lonely, and treated like you are invisible. Young people who are isolated can become victims of bullying, violence, and/or depression. As a result, many further pull away from society, struggle with learning and social development, and/or choose to hurt themselves or others. Start with Hello teaches students in grades K through 12 the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.
    - Say Something: Say Something teaches students in grades 6 and up how to look for warning signs, signals, and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.
  6. Train all school employees to recognize and report the warning signs associated with an escalation toward violence
    - Train staff on the circumstances that warrant a report directly to 911.
    - Train staff to report all warning signs and threats to their school administrator.

#### MITIGATION STRATEGIES

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

"Users of the Douglas City Elementary School District network must be aware that information accessed, created, sent, received, or stored on a network or its school sites are the property of the Douglas City Elementary School District. Account users do not have any right to or expectation of privacy regarding such materials. Douglas City Elementary School District reserves the right to monitor all traffic on the Douglas City Elementary School District network."
2. Incorporate in all school site Comprehensive School Safety Plans active assailant resources.
3. Train all school employees in the Standard Response Protocol (SRP)
4. Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:
  - At least one lockdown drill annually on each school campus.
  - At least one drill annually on each school campus to practice reunification procedures.
  - At least one district drill annually to practice offsite evacuation and reunification procedures.
5. To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

#### TARGETED SCHOOL VIOLENCE RESPONSE STRATEGIES

1. If during the school threat assessment, it is believed the individual currently poses a danger to themselves or others, consider available external mental health services such as the Behavioral health Crisis Team

2. In instances where a longer-term assessment of risk is necessary, schools should consider engaging the services of a psychologist who specializes in threat assessment and threat management to serve as an external consultant, particularly under the following circumstances:

- The school site team is uncertain how to proceed with a juvenile that makes or poses a threat and would benefit from expert consultation on the threat assessment and threat management process. Ensure the enlisted professional has experience working with juveniles and understands the juvenile justice system.
- The individual making or posing a threat is an adult or does not attend the school. School site teams are not equipped to assess and manage cases involving adults or non-students.

#### RECOVERY STRATEGIES

1. Utilize (all-call) system (text, voice call, e-mail, and social media) to communicate with parents and other stakeholders, and to aid in family reunification following a crisis event.

2. Train school-based mental health crisis intervention teams to support student and staff recovery needs following a traumatic event.

#### TARGETED SCHOOL VIOLENCE PROTOCOL

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

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

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

#### Step 1: Evaluate the threat.

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

#### Step 2: Attempt to resolve the threat as transient.

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

#### Step 3: Respond to a substantive threat.

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

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

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

Very serious threats require immediate protective action, including contact with law enforcement, followed by a comprehensive safety evaluation. The safety evaluation typically includes both a law enforcement investigation conducted by the school resource officer and a mental health assessment conducted by a school mental health professional. The mental health assessment is designed

to determine referral and support needs and to identify the subject's reasons for the threat. Based on both law enforcement and mental health input, the team develops a safety plan that is designed both to reduce the risk of violence and respond to the student's needs for services or support. The safety plan should include a review of the student's Individual Educational Plan if the student is already receiving special education services, a referral for special education evaluation, or "child find" procedures if a disability is suspected.

Step 5: Implement and monitor the safety plan.

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

#### THREATS POSED BY STUDENTS

1. If imminent danger is present, the school administrator or a school staff member will call 911 immediately.
2. If the identity of the person posing or making the threat is known, school staff may request a Behavior Crisis Intervention Team be dispatched.
3. All threats or concerning behavior will be reported to a school site administrator. In all cases, the school administrator will attempt to get a written account from the student who made or posed a threat and any witnesses.
4. The school administrator will follow the five-step decision-making process described above. NOTE: The school administrator will document in the student's discipline record information on all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.
5. If the school administrator determines that a threat is "very serious" (a substantive threat to cause serious injury or death) the school administrator will activate the school site threat assessment team and brief the team on the facts.
6. The school administrator will, as part of the school's investigation, determine if a search of the student's possessions is appropriate. Parental consent and/or notification is not required.
  - Start by asking the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation. Prior to authorizing a search, the school administrator will document the threat, and the purpose of the search, making a clear connection between the suspected violation, and the scope of the search.

More specifically:

- o Is there reasonable suspicion that the search will turn up evidence that the student has violated the law or a school rule?
- o Is the extent of the search reasonably related to the suspected infraction? Reasonableness may be determined by school policies, consent, or exigent circumstances.
- o Is the search not "excessively intrusive" in light of the student's age, sex, and the nature of the infraction?
- o The scope of the search is limited to the evidence sought.

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

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

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

- If a school official, in good faith, believes that an emergency involving danger or death or serious physical injury to any person requires access to the electronic device information.
1. The site threat assessment team conducts a comprehensive safety evaluation. The student may be suspended pending the completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats are appropriate if the behavior is sufficiently disruptive and/or violates school rules and education code.
  2. The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.
  3. The site administrator will act as case coordinator for all students who have a threat management plan. The site administrator will

convene the site threat assessment team monthly to review student progress and modify threat management plans as needed. Modifications will be documented as addendums to the Safety Evaluation Report.

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

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

#### THREATS POSED BY ADULTS OR UNIDENTIFIED PARTIES

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

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

3. The school administrator will report the threat or concerning behavior to the district office.

4. In cases in which it is unclear whether the person poses a threat to the school, the district will consider engaging the services of a threat assessment professional.

#### CHARACTERIZING THREATS IN PUBLIC COMMUNICATIONS

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

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

#### COMMUNICATING WITH VICTIMS

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

#### INVESTIGATIVE QUESTIONS

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

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

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

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

BP/AR 3515

## Instructional Continuity Plan

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

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

In the event that instruction or services, or both, cannot be provided to the pupil either at the school or in person due to emergency conditions, the following procedures will be followed to communicate with families and students and offer alternate modes of instruction when in-person options at their regular site aren't viable.

### COMMUNICATIONS

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

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

Emergency communication stakeholder groups, and channels, include:

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

## 2) Instruction and Support Services

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

### Means of Instructional Delivery

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

Options will include:

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

### Delivery Options

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

### Paper-Based Instruction

- o For students who are unable to access instruction and materials electronically, the school will provide paper-based materials.
- o The school administrators and teachers are responsible for determining paper-based

o lessons and materials for students.

o The school is responsible for copying, distributing, collecting, grading, and reporting

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

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

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

#### Specialized Supports for Unique Populations

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

#### Outreach and Wellness

##### The School will

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

##### Employees will

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

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

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

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

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

#### Exceptional Student Education/504/ELL

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

- Continuous progress monitoring of students' academic progress and IEP/EP/504/ELL plan goals will be used to drive instruction and adjust services and supports as needed.

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

The Douglas City Elementary School District will:

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

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

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

Any staff member approached by an outside law enforcement officer should immediately notify the Superintendent/Principal or their designee. If the Superintendent/Principal is unavailable, contact then next person on the emergency contact Trinity County Office of Education for assistance.

### Required Notification Recipients

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

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

If a student is the focus of the visit or contact, the Superintendent/Principal will follow district policy and applicable laws regarding timely parent/guardian notification.

### Notification Timing

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

Notification to staff and families will occur only after the administrator has confirmed the purpose, authority, and scope of the visit.

Communication will be measured and factual to ensure transparency while minimizing panic.

The school will use secure, district-approved communication for all official notifications, such as:

- Schoolwise All Call System (mass notification system)
- District email (for internal staff communication)

### Safety and Well-being Standard

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

Staff should keep classrooms operating normally, avoid causing alarm, and ensure students remain in safe areas. Limit radio or PA announcements unless necessary for safety.

### Privacy Constraint

The notification shall not include any personally identifiable information.

Follow federal and state privacy laws (e.g., FERPA) regarding student records and personally identifiable information. Refer all requests for records or access to the Superintendent/Principal or designee.

### Notification Methods

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

If a student is the subject of the visit, the Superintendent/Principal will ensure timely notification of the parent/guardian as soon as it is safe and legally appropriate to do so. All communication will align with district safety protocols and California laws protecting family confidentiality and privacy.

### **Resource Provision (Optional but Encouraged)**

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

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

To help families understand their rights and available protections, the following resources are available:

California Department of Education - Educational Rights of Immigrant Students

U.S. Department of Education - Family Educational Rights and Privacy Act (FERPA)

California Attorney General - Know Your Rights (School Guidance)

### **Annual Evaluation**

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

The entire Safe School Plan will be reviewed and approved on an annual basis.

### **Public Availability**

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

The Safe School Plan will be available for public inspection in the school office.

### **State Guidance**

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

This procedure is designed to protect the safety, privacy, and dignity of all students, staff, and families. Staff should not to interpret or enforce immigration law but should follow this chain of response to ensure the school community remains safe, calm, and compliant with all legal obligations.

### **Procedures Regarding Pupil Smartphone Use During Emergencies**

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy. The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

#### **Procedures**

##### **Administrative Direction**

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

##### **Safety Guidance**

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

- Maintain quiet and safety

- Prevent the spread of misinformation
- Avoid interference with emergency response efforts

#### Use of Devices

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

- Communicate with parents or guardians
- Receive instructions or updates from school staff
- Any use during an emergency will be guided by staff to ensure student safety.

#### Communication with Families

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

#### Privacy and Safety

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

### **Mandatory Policy Adoption and Review Requirements**

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

The school complies with all state-mandated requirements related to pupil use of smartphones and personal electronic devices. District Board Policies and Administrative Regulations governing student use of electronic devices are adopted by the governing board and reviewed in accordance with district procedures and state law.

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

### **Non-Prohibitable Circumstances for Pupil Smartphone Use**

Confirm procedures for recognizing and respecting these exceptions:

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

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

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

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

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

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

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

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

**Safety Plan Appendices**

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

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc) | <b>Date and Time</b>                            | <b>Attached Document</b><br>(description and location) |
|--|---|--|
| Safety Committee/School Site Council Meetings/Parent Advisory Meetings                 | Regularly Scheduled Meetings                    | See agendas/minutes on record                          |
| DCESD Board Meetings   | 2nd Monday of Month<br>4:30pm                   | See agendas/minutes on record                          |
| Teacher/Staff Meetings   | Regularly Scheduled Meetings-<br>weekly/monthly | See agendas/minutes on record                          |
| Safe School Collaborative  | Regularly Scheduled Monthly Meetings            | Agendas/minutes on file at TCOE                        |
| County Administrators Meetings   | Regularly Scheduled Monthly Meetings            | Agendas/minutes on file at TCOE                        |
| I Love You Guys-All Staff Training   | August 13, 2025                                 | Info on File at TCOE                                   |

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

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

#### **Logistics**

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

#### **Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

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

Determining the type of emergency will assist the Incident Commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different from responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact.

Quickly assess what is happening (e.g., fire, intruder, severe weather, hazardous materials, medical event, utility outage). Use your senses and information from others — do not wait for complete details if there is obvious danger.

BP/AR 5141.21

### Step Two: Identify the Level of Emergency

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Determine severity and proximity:

Immediate threat in your area (e.g., intruder, active violence, fire in the building).

Nearby but not immediate (e.g., police pursuit off campus, fire in the neighborhood).

Environmental hazard (e.g., severe weather, gas smell, earthquake).

### Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, site administrators/Incident Commander will determine the immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, loss of utilities, etc.

Decide which Standard Response Protocol (SRP) action best fits:

LOCKDOWN – “Locks, Lights, Out of Sight.”

EVACUATE – Move to designated safe area.

LOCKOUT – Get inside, lock outside doors.

SHELTER IN PLACE – Hazard-specific safety actions (e.g., Drop–Cover–Hold On for earthquake).

HOLD IN PLACE – Stay in place, clear hallways, walkways, etc.

### Step Four: Communicate the Appropriate Response Action

If you are the first aware and it's safe: alert the office or announce the SRP (Standard Response Protocol) action clearly (e.g., “LOCKDOWN — LOCKS, LIGHTS, OUT OF SIGHT — IN THE GYM”).

If it is not safe to speak, act and notify as soon as you can.

Immediate Action Steps (Once Response is Chosen)

Protect Life

Carry out the selected SRP action right away. Barricade, leave, or shelter as directed.

Provide first aid or Stop the Bleed only when safe.

Account for Students

Take a quick roll, note missing/extra/injured students.

Report Status (If Safe)

Use the agreed signal (e.g., green/red card at door/window or brief radio update, DIR-S app).

#### Follow Official Directions

Await law enforcement or administrator instructions for continued actions, All-Clear, Evacuation, or Reunification.

#### Communicate Externally (Admin Only)

The office/district sends family updates via Schoolwise All Call. Staff should not post to social media. Families will be notified of incident, pick-up procedures, or next steps.

#### Document & Debrief

Complete an incident report. Participate in an after-action review. Update procedures and restock supplies.

#### Default Decision Guide (If No Announcement Yet)

Immediate threat inside/near your room ? LOCKDOWN.

Safe route away from the threat ? EVACUATE.

Threat outside/near campus perimeter ? LOCKOUT.

Hazard/earthquake/air quality/chemical concern ? SHELTER IN PLACE.

Priority Rule: Life safety comes first. When instructions conflict, choose the option that creates the most distance and protection between people and the hazard.

#### Quick Roles at a Glance

All Staff: Start safety action, protect life, account for students.

Teachers/Paras: Execute Standard Response Protocol (SRP), keep students calm, report status when safe, bring roster/go-kit/backpack if evacuating.

Office Staff: Call 911 (if not already), coordinate internal communication, support reunification logistics.

Administrator/Designee: Announce SRP action, liaise with first responders, manage communications, authorize All-Clear/reunification.

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

### **Aircraft Crash**

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

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

Alternative locations:

- a. Douglas City Fire Hall
  - b. Lewiston Elementary School
  - c. Weaverville Elementary School
  - d. Trinity County Office of Education
  - e. Veteran's Memorial Hall in Weaverville
12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information

### **Animal Disturbance**

Attack or Disturbance by Animal on Campus

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

If students are outside the building, use the school speaker system and blow whistles to signal the staff to get everyone inside the building ASAP.

Notification will come over the intercom using the following message:

" Animal on campus, everyone should remain indoors."

SHUT ALL DOORS

COLLECT AND ACCOUNT FOR ALL STUDENTS

NO ONE LEAVES THE BUILDING

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

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

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

Wait for further instructions from the administrator or law enforcement.

### **Armed Assault on Campus**

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

#### **Purpose**

To protect students, staff, and visitors during an active assailant (active shooter) event by providing clear, plain-language actions aligned to the Standard Response Protocol (SRP) and California law.

#### **Scope**

All school grounds, facilities, programs, and events during school hours and school-sponsored activities.

#### **Procedures (SRP Actions)**

##### **Recognize & Notify (Immediate)**

Anyone who sees/hears a credible threat: Call 911 and notify the front office/administrator.

Office/Administrator initiates the appropriate SRP action via PA/radio/text:

**LOCKDOWN** — “Locks, Lights, Out of Sight.”

**EVACUATE** — when it is clearly safer to move away from the threat.

**LOCKOUT** — “Get inside. Lock the outside doors.” (used if a threat is near but not on campus).

Use plain language (no codes). Repeat the action and location if known.

##### **LOCKDOWN (most likely initial action for on-campus threat)**

Lock the door; do not open for anyone until an all-clear by law enforcement/administration.

Lights out, stay quiet, out of sight (away from windows/door sight lines).

Silence devices; mute classroom phones/intercom if possible.

Barricade as feasible. Maintain a calm environment for students.

##### **EVACUATE (when a safe route exists)**

Move quickly to the designated safe direction/site; leave belongings behind.

Adults lead with hands visible; account for students at the rally location.

Do not re-enter buildings until cleared by law enforcement/administration.

##### **LOCKOUT (threat in the neighborhood/perimeter)**

Bring everyone inside; lock exterior doors.

Continue instruction; increase situational awareness; prepare to escalate to LOCKDOWN if needed.

#### **Medical Response**

When safe to do so, activate the site’s Stop the Bleed/first-aid protocols.

Direct EMS to injured once law enforcement declares areas safe.

#### **Accounting & Reunification**

Follow district accounting and the Standard Reunification Method (SRM) for controlled release to parents/guardians after law enforcement clears the scene.

Use pre-identified reunification site(s) and roles (Greeters, Student/Parent Checkers, Runners).

#### **All-Clear**

Only law enforcement/Incident Command will issue the All-Clear. Resume operations or begin reunification/recovery per directive.

#### **Roles & Responsibilities**

Superintendent/Principal (IC or designee)

Serve as (or appoint) Incident Commander until unified command is established with law enforcement.  
Authorize SRP(Standard Response Protocol) action; coordinate with 911; initiate district communications.  
Ensure transition to reunification and recovery/mental-health supports.

#### Office Staff

Call 911 if not already done; keep lines open for first responders.  
Push mass notification (Schoolwise All Call/SMS/email) as directed by IC.  
Maintain visitor/staff sign-in lists for accountability.

#### Teachers/Support Staff

Execute SRP (Standard Response Protocol) action immediately; keep students calm and accounted for.  
Do not open doors during LOCKDOWN until law enforcement/IC's verified all-clear.  
Bring red/green cards, class rosters, and go-kits to evacuation and reunification as applicable.

#### Campus Security/Custodial

Assist with exterior door SECURE/perimeter checks when safe.  
Provide maps/keys to first responders at the command post.

#### Counseling/Student Services

Activate psychological first aid and post-incident support plan; coordinate with county/partner agencies.

#### Communications

-Internal: Plain-language SRP announcements; radios on designated channel; minimize radio chatter to essential updates.  
-Families/Community: Timely Schoolwise All Call/SMS/email updates approved by IC; avoid operational details that could compromise safety.  
-Media: Direct all inquiries to the district PIO/Superintendent; coordinate with law enforcement PIO.

#### Training, Exercises, and Drills

Provide annual SRP (Standard Response Protocol) training for all staff; student training appropriate to age/development.  
Conduct age-appropriate drills in collaboration with local law enforcement; no hyper-realistic simulations (e.g., no fake gunfire or moulage).  
After each drill/incident, complete an after-action review and update the plan.

#### Documentation & Post-Incident Recovery

Complete incident reports, staff debriefs, and an after-action improvement plan.  
Implement the SRM (Standard Reunification Method) after-care steps; provide counseling/mental-health resources.  
Preserve evidence areas as directed by law enforcement.

#### POTENTIAL RESPONSES

In response to an active shooter event there will be three potential courses of action. Employees are granted the authority to choose the course of action that they feel will result in the best outcome for them and their students. You can choose to RUN/EVACUATE, HIDE/LOCKDOWN, or if necessary PROTECT YOURSELF.

#### RUN/EVACUATE

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

1. Have an escape route and plan in mind that will get you and your students out of danger.
2. Assist children or others who cannot run to the best of your ability.
3. Leave your belongings behind.
4. If not in charge of students, evacuate regardless of whether others agree to follow.
5. Prevent others from entering an area where the active shooter may be.
6. Keep your hands visible.
7. Follow the instructions of any Police Officers/First Responders.
8. Do not attempt to move wounded people.
9. Call 911 when you are safe.

10. Go to the pre-arranged site(s) agreed upon for your site. NOTE: It is important to identify a location away from potential danger that students know how to get to.

#### HIDE/LOCKDOWN

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

##### IF AN ACTIVE SHOOTER IS NEARBY

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

##### IF AN ACTIVE SHOOTER IS VERY CLOSE

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

#### PROTECT YOURSELF

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

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

#### LAW ENFORCEMENT RESPONSE

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

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

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

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

#### POST-INCIDENT ACTION

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

1. Medical Assistance:

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

2. Accountability:

- a. If in charge of students, attempt to gain accountability as soon as possible.
- b. Communicate your status and the accountability of your students by:  
Emailing the Registrar the student status in classroom.
- c. Student will be returned to parents in the following manner:  
All parents will be required to check out their student from the designated student release coordinator at the identified checkpoint.

3. Counseling:

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

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

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

REFERENCES:

- US Department of Homeland Security Active Shooter How-To-Respond, October 2008
- US FBI Active Shooter Planning and Response in a Healthcare Setting, April 2015
- ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute Active Shooter Response Procedures, 2016  
[www.alicetraining.com](http://www.alicetraining.com)
- WORKPLACE VIOLENCE - ACTIVE SHOOTER RESPONSE, Mark A. Lies, II. [www.seyfarth.com](http://www.seyfarth.com)

COORDINATION:

This policy has been coordinated with the local organizations:

- Sheriff: 530-623-2611
- California Highway Patrol: 530-623-3832
- Child Welfare (CPS): 530-623-1314
- Trinity Life Support: 530-623-2500

**Biological or Chemical Release**

Chemical Accident

Immediately following a chemical disaster during school hours, the following actions shall be taken:

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

Alternative locations:

- a. Douglas City Fire Hall
  - b. Lewiston Elementary School
  - c. Weaverville Elementary School
  - d. Trinity County Office of Education
  - e. Veteran's Memorial Hall in Weaverville
12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information

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

### **Bomb Threat**

In the event of a bomb threat during school hours, the following actions shall be taken:

1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.
3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (Black top and dirt lot near bus barn)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
6. Teachers will report via radios whether all students are accounted for or if they have missing students.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the threat seems imminent, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school buses, school vans, and employee private vehicles.
9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.
10. The principal or designee shall ensure that law enforcement performs a thorough search of the premises, clears the school premises of any unsafe devices, and declares the building safe to reoccupy.

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Weaverville Elementary School

- d. Trinity County Office of Education
- e. Veteran's Memorial Hall in Weaverville

### **Bus Disaster**

These procedures are for bus drivers in an earthquake, serious bus accident, or other emergency that occurs while transporting students. Bus drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, etc. Listed below are three scenarios with detailed procedures. A copy of these procedures shall be kept in the emergency packet of each school bus.

Scenario 1: Earthquake

Scenario 2: Flood

Scenario 3: Serious Accident or Bus Fire

#### **SCENARIO 1: EARTHQUAKE**

1. The driver should issue DUCK, COVER AND HOLD action.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the school office to report location and condition of students and the bus.
6. If instructed to continue route, the driver should:
  - If en route to school, continue to pick up students.
- If dropping students off, continue to do so provided there is adult supervision at the bus stop. If there is no adult supervision at the bus stop refer to number 7.
7. If it is impossible to return to school, proceed to the nearest shelter and notify the office. Remain with the children until further instructions from the office.
8. If the bus is disabled, stay in place until help arrives.
9. In all instances, the driver should not attempt to cross bridges that have been damaged.
10. The driver should account for all students and staff throughout the emergency.

#### **SCENARIO 2: FLOOD**

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Stay with a disabled bus until help arrives.
4. Contact the school office to report location and condition of students.
5. In all instances, do not attempt to cross damaged bridges or overpasses.
6. The driver should account for all students and staff throughout the emergency.

#### **SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE**

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call "911" to provide exact location and wait for arrival of emergency responders.
6. Contact the office to report location and condition of students.
7. Stay with the disabled bus until help arrives.
8. Account for all students and staff.

### **Disorderly Conduct**

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

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal operations at a school campus or any other district facility, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.

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

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7961 and in other situations, as appropriate.

AR/BP 3515.2

### **Earthquake**

At the first sign of an earthquake during school hours, the staff will instruct the students to follow the following procedures:

For students inside the building:

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

For students outside the building:

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

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

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (Black top and dirt lot near bus barn)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will report via radios whether all students are accounted for or if they have missing students.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal, head of maintenance, or administrative secretary shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the head of maintenance or principal shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the earthquake until the area is declared safe.

10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.

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

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Weaverville Elementary School
- d. Trinity County Office of Education
- e. Veteran's Memorial Hall in Weaverville

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

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

In the event of an explosion or risk of explosion during school hours, the following actions shall be taken:

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

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Weaverville Elementary School
- d. Trinity County Office of Education
- e. Veteran's Memorial Hall in Weaverville

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

10. The principal or designee shall ensure that law enforcement performs a thorough search of the premises, clears the school premises of any unsafe devices, and declares the building safe to reoccupy.

### **Fire in Surrounding Area**

Fire From an External Source (Forest Fire)

The District maintains fire prevention, evacuation, and emergency communication procedures for school sites located in high fire-risk zones, consistent with AB 2968 and state and local fire safety requirements.

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.
  2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
  3. Teachers shall ascertain that no student remains in the building.
  4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
  5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.
- Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Alternative locations dependent on fire location:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Shasta County Office of Education
- d. Weaverville Elementary School
- e. Trinity County Office of Education
- f. Veteran's Memorial Hall in Weaverville

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

BP/AR 3516.1

### **Fire on School Grounds**

The District maintains fire prevention, evacuation, and emergency communication procedures for school sites located in high fire-risk zones, consistent with AB 2968 and state and local fire safety requirements.

1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.
3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (Black top and dirt lot near bus barn)

4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will report via radios whether all students are accounted for or if they have missing students.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the fire is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school buses, school vans, and employee private vehicles.

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Weaverville Elementary School
- d. Trinity County Office of Education
- e. Veteran's Memorial Hall in Weaverville

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

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### **Flooding**

When floodwaters are threatening any part of the school during school hours, the following actions shall be taken:

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

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Weaverville Elementary School
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9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

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

When there is a loss or failure of utilities during school hours, the following actions shall be taken:

1. The principal or designee shall call the appropriate utility company, or if necessary, call 911.
2. If the loss of utilities is not a hazard, and is temporary, the principal or designee will notify parents of the temporary outage, but will keep school in session.
3. If the loss of utilities is not a hazard, but will be for more than an hour, school will be closed for the day, and if students are at school, their parents will be called to pick them up.

4. If the loss of utilities is a hazard, and building evacuation is appropriate, the principal or designee shall use the school all call phone speaker system. If evacuation is not appropriate, the principal or designee shall instruct all students and staff to stay in the classrooms, or convene in the gym or another safe location within the school.
5. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (Black top and dirt lot near bus barn)
6. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
7. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
8. Teachers will report via radios whether all students are accounted for or if they have missing students.
9. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
10. If the principal believes that the loss of utility is a hazard, she shall call parents to come pick up their students, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be either picked up by their parents or taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school buses, school vans, and employee private vehicles.

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Weaverville Elementary School
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.
13. The principal will ask the county building inspector to check for structural failure and equipment adequacy to determine if the building can be occupied. The principal is responsible to take further action to correct any inadequacies.

### **Motor Vehicle Crash**

Motor Vehicle Crash on Campus

Immediately following a motor vehicle crash on campus during school hours, the following actions shall be taken:

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

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School

- c. Weaverville Elementary School
- d. Veteran's Memorial Hall in Weaverville

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

### **Pandemic**

#### **Goals:**

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

#### **Preparation:**

- Ensure that staff members understand early detection.
- Have a separate room prepared for sick children who may wait there to be transported home. Locate the room in a place where others do not regularly pass. If you have face masks, you may want to give them to these children to help contain the spread.
- Determine procedure for reporting any children exhibiting signs of illness to the TCOE county nurse and/or Public Health Nurse.
- Maximize communication with parents and school community related to health and safety and any pandemic episode. Educate about what each person can do to prepare or respond to minimize health risks. Information can be disseminated through parent letters, website postings, school newsletters or all-call systems.
- Consider how to keep school running if staff become sick or must care for sick family members: How many substitutes do you have? Which employees can cover for others? If your cook becomes sick, can you feed children another way? Do you have curriculum available and/or prepared if children have to be combined into fewer classrooms with a larger grade span?
- Plan how to educate students with online curriculum or through interactive virtual sources or independent-study packets if the school must close for an extended period of time. Are there enough Chromebooks or iPads to go around? Do you have a loan policy for such equipment if it is used in your plan?
- How many of your students rely on school meals to provide their basic nutrition? Consider how to provide meals to students if the school is closed.
- Consider how fieldtrips can be postponed or canceled if necessary.
- Consider your work-from-home and sick leave policies. Can essential business staff work from home to avoid getting sick and continue essential duties? If a staff member is sick and is staying home to avoid spreading the disease, but they feel well enough to work, will you allow it? Can sick teachers work from home on curriculum for their students who are being taught by someone else and get paid for it? How will they document their time?
- If an illness is confirmed in a student or staff member from your school, will you close school for a day to do a thorough cleaning or is everyday cleaning enough?

#### **Prevention:**

- Consider postponing or eliminating "perfect attendance" awards, incentives, and celebrations.
- Ensure that staff, students and visitors are educated and trained in preventative measures such as respiratory etiquette and universal precautions.
- Place reminders around the school (including entrances, notice boards, meeting rooms and restrooms) hand hygiene, covering coughs and sneezes, washing hands after using tissues, using no-touch trash cans, not touching eyes, nose, mouth, and student spacing.
- Consider having all staff and students wash hands as soon as they arrive at school.
- Ensure that all personnel are informed with latest developments of any pandemic episode.
- Post notices at all entry points asking all visitors not to enter if they have symptoms of influenza, Covid-19, or other virus symptoms. If parents are sick and have arrived to pick up children, consider asking them to phone in to the office from the parking lot, if possible, door with children to be sent out.
- Space students' desks three (3) feet apart.

- Consider canceling gym classes, assemblies or other events or classes where large amounts of people are in close proximity.
- Discourage prolonged congregation in the hallways, lunch rooms, etc.
- Closely monitor attendance of students and staff and report findings to the Trinity County Public Health Department at 623-6209 or the Public Health Nurse's direct line at 623-8224.
- As a last resort and in consultation with public health officials, dependent upon the significance of the outbreak, consider if/when the school will close. School closures may actually increase disease transmission if not orchestrated correctly. Send out communication and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure.
- Clean to prevent the spread of disease:
  - Ensure extra supplies of tissues, hand sanitizing gels, soap and water, disinfecting wipes and other cleaning supplies as well as no-touch trash cans are available for employees and students within easy reach. Disinfecting shared work areas, counters, railings, door knobs and inside buses should be performed more frequently.
  - Filters of air conditioning systems should be cleaned and changed frequently
  - Telephones should not be shared if at all possible.
  - No special cleaning products are required, just increase the frequency of general cleaning with a focus on areas that are often touched such as doors, light switches, telephones, copy machines, keyboards.
- Where operationally possible, during the day increase ventilation to the facility to decrease spread of disease and following each school day the school may be thoroughly ventilated and cleaned (either opening all doors and windows or turning up the air conditioning/heating systems.)

### **Psychological Trauma**

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

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

Contamination of Food or Water

Immediately following the suspected contamination of food or water on campus during school hours, the following actions shall be taken:

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

Alternative locations:

- a. Douglas City Fire Hall
- b. Lewiston Elementary School
- c. Weaverville Elementary School
- d. Veteran's Memorial Hall in Weaverville

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

## **Tactical Responses to Criminal Incidents**

### **Unlawful Demonstration or Walkout**

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

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of the emergency.
4. The Emergency Response Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Principal or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. The Documentation staff member should keep an accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment, on the basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate