



# GRATTON SCHOOL DISTRICT

## 2024-2025 Comprehensive School Safety Plan

### **SB 187 Compliance Document**

Gratton School District  
4500 S. Gratton Rd.  
Denair, CA 95316  
(209) 632-0505

Reviewed by: Deputy Lauren Romero, Stanislaus County Sheriff's Office on: 10/21/24  
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*\*Revised with updated site map and Instructional Continuity Plan*

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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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
- Sexual 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
- Criminal incidence response
- Opioid Response

The Comprehensive School Safety Plan will be reviewed and updated every year.

A copy of the Comprehensive School Safety Plan is available for review at the Graton School District office.

## **Safety Plan Vision**

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*Provide for functional, safe, clean, classrooms, facilities and grounds.*

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

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## ***Gratton School Safety Committee***

- The Gratton School District safety committee is made up of the Superintendent, Teaching Staff, Classified Staff Representatives and Parent Representatives.

## ***Assessment of School Safety***

Gratton School has remarkably low incidents of discipline issues, crime, and vandalism.

School safety data sources included:

- Suspension and expulsion
- Student progress reports
- Law enforcement interventions and crime reports
- Staff, student and community surveys
- Property loss, vandalism and insurance reports

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

It is a priority of the administration and staff in the Gratton School District that every student who attends our school be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

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

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

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

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32228 – 3228.6, 35160, 35160.1, 44806).

The Parent Teacher Organization, and other school-community partnerships are actively involved in support of Gratton School District's students.

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

All staff members are considered 'mandated reporters' and are required, as required by law, to contact County Child Protective Services (209-558-3627) when child abuse is suspected.

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

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

The Gratton School District will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Gratton School Crisis Response plan accomplishes the following:

- Incorporates strategies of the Incident Command System, the Standardized Emergency Management System and the National Incident Management System.
- Maps out specific evacuation procedures within the school building disaster plan.
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
- Identifies emergency response training and exercise opportunities for students and staff.

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

Gratton School will coordinate with the Stanislaus County American Red Cross for school facility use as a mass care and welfare shelter during an emergency as required. After a shelter assessment has been conducted, the school board will take appropriate action on proposed agreements from the American Red Cross. (BP 3516)

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

The Gratton School District's Suspension/Due Process Policy (AR 5144.1) can be found in the Gratton School District Policies, and Parent Handbook, located in the superintendent/principal's office.

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

The Gratton School District's policy (BP 4158/4258/4358) can be found in the Gratton School District Policies, Regulations, Bylaws manual, located in the superintendent/principal's office.

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

The Gratton School District's harassment policy (BP5145.7) can be found in the Gratton School District Policies, Regulations, Bylaws manual, located in the superintendent/principal's office.

Any student who feels that he/she is being harassed should immediately contact a staff member and/or the Superintendent/Principal. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent/Principal  
4500 S. Gratton Rd.  
Denair, Ca 95316  
(209) 632-0505

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall refer the matter to law enforcement where required.

### **Discrimination and Harassment Policies (EC 200-262.4)**

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

### **Hate Motivated Behavior and Complaint / Reporting Process**

#### **Board Policy 5145.9**

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.

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.

#### **Complaint Process**

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, 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 the law and the district's uniform complaint procedure specified in AR 1312.3. 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.

### **(F) School-wide Dress Code (EC 35183)**

Students should dress properly and neatly for school. Students are prohibited from wearing gang-related apparel. The following are acceptable guidelines to be followed by all students:

1. Shoes must be worn at all times. Shoes appropriate for running (closed toes) must be worn for physical education.
2. Hair, clothes, and body will reflect regular cleaning and grooming.
3. Hats, sunglasses, etc., shall not be worn in the instructional area unless pre-approved by teacher.
4. Clothing and attire shall always be appropriate and not be designed to disrupt the normal operation or be a safety concern. This includes art, words, or pictures on clothing.
5. Make-up is discouraged for elementary students and should be subtle and in good taste.

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

Gratton School takes pride in being a school district with a mission to provide a safe environment for all students, parents, and school employees. Our School takes measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the city of Denair to ensure that the school's immediate community is safe.

A large majority of students arrive at school by car. Parents should use the loading and unloading zone (curb) in the school parking lot.

A map showing emergency evacuation procedures can be found in Appendix B.

### *Visitors on Campus*

The following procedures are to be followed in order to maintain a safe environment for students and staff at Gratton School,

1. All visitors are to check into the office, have their drivers license scanned through the Raptor system and obtain a visitor's badge.
2. Before leaving the school site, all visitors are to check out through the office.
3. Police services will be called upon in the event any visitor is not complying with posted regulations.

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

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

<b>Component:</b>	Health & Safety			
<b>Element:</b>	Current safety and preventative measures			
<b>Opportunity for Improvement:</b>	Staff will maintain current CPR certification and participate in blood borne pathogen training; all current systems including PA will be maintained			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
To provide a first response to medical emergencies within the limits of training and to protect staff, volunteers and students from bio-hazardous materials.	Provide CPR training; all staff current per legal requirement at this time;  Continue to monitor and use PA system; fire and burglar alarm; surveillance system.	General Fund, Safety money	Superintendent/ Principal, with support from CRSIG; and local first responders	Project completion – Ongoing

<b>Component:</b>	Health & Safety			
<b>Element:</b>	Emergency shut-off for water and electricity			
<b>Opportunity for Improvement:</b>	Staff must know how to access and turn off utilities in the event of an emergency			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
All staff will be able to locate emergency shut-off equipment for utilities; the items necessary to turn valves as needed and to be able to turn off utilities	Work with custodian and local emergency responders to locate shut-off areas;  Train staff;  All staff have keys to areas necessary	Local Fire Department, custodian  No Cost	Superintendent/ Principal, Custodian	All staff will be able to locate emergency shut-off switches and know how to safely use them

<b>Component:</b>	Health & Safety			
<b>Element:</b>	Emergency Communication System			
<b>Opportunity for Improvement:</b>	Practice efficient use of two-way radios; train all staff to use PA system; personal cell phones may be appropriate for communication in certain circumstances.			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Create viable communication emergency communication between classrooms and or between all staff at any time	Staff will practice communicating with the two-way radios.	Two-way radios	Superintendent/ Principal	Staff evaluation and problem solving



<b>Component:</b>	Health & Safety			
<b>Element:</b>	Disaster Preparedness			
<b>Opportunity for Improvement:</b>	First Aid Kits will be Maintained and Replenished as Needed			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Update all emergency preparedness supplies including first aid kits and water supplies for each classroom.	Maintain emergency water for each classroom  Inspect emergency folders and or first aid kits for appropriate supplies	Funding  General Fund, Lottery.	Superintendent/ Principal	All classrooms inspected and supplies ordered as needed

<b>Component:</b>	Health & Safety			
<b>Element:</b>	Positive School Climate			
<b>Opportunity for Improvement:</b>	Continue to promote an atmosphere of kindness and personal responsibility; award students who make good choices and demonstrate kindness to others on a regular basis			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Determine what student actions to measure and how to collect data;  Maintain positive reinforcement and data through Class Dojo.	Participate in Kindness initiatives;  Award observed kindness from students in the classroom by earning Class Dojo points.	General Fund, Safety grant  Parent Teacher Organization donation.	Superintendent/ Principal	Dispensing rewards;  Continued positive climate at school

<b>Component:</b>	Health & Safety			
<b>Element:</b>	Facilities			

<b>Opportunity for Improvement:</b>	Maintain integrity of fence surrounding school. Maintain surveillance cameras for outside of facility			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Increase barriers to unfriendly access to campus;  Maintain cameras for surveillance	Regular inspections of fencing and surveillance cameras.	General Fund, CRSIG Safety money	Superintendent/ Principal	Project ongoing

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

### **Gratton School Student Conduct Code**

*School rules exist for the purpose of facilitating a safe learning environment at school. These rules are:*

- **Classroom Rules that are uniform across all grade levels**
  - Respect others, be kind with your words and actions
  - Respect school and personal property
  - Do not touch others
  - Listen carefully, do not interrupt
- **General School Rules**
  - Students are to be courteous and respectful to other students and staff at all times.
  - Students will be courteous and respectful to those in charge at all times.
  - Students are to respect school property. School property is to be used only for the purpose for what it is intended.
  - Students are to practice proper table manners while eating meals in the cafeteria and at the outside picnic tables. Students will enter and exit in an orderly fashion. They will eat in designated areas. Students are not to take others food.
  - Students are to play on the playground where there is supervision. Students are not to play in the restrooms, in unsupervised areas or in the classrooms.
  - Gum is not allowed at school.
  - Students are to comply with all school rules.
  - No student is to be in the gym or the classroom without a staff member present.
  - Standards of good courtesy are expected during assemblies.
  - Fighting is not tolerated at school. In the event of a dispute, the superintendent/principal or designee will investigate the incident and assign the appropriate disciplinary action, which may include suspension and/or expulsion.
  - Toys are not allowed at school without the consent of the superintendent/principal or designee.
  - Equipment or personal items such as roller blades, skateboards, etc. are not allowed at school without the approval of the superintendent/principal or designee. Jacks, marbles, jump ropes, tennis balls, Nerf balls and mitts with the student's name labeled on them are examples of acceptable items to be brought from home. The student assumes responsibility for these items if they are lost or stolen.

- Electronic devices, e.g. iPods, Apple watches, phones, cameras, games, etc., are not allowed at school without the consent of the superintendent or designee. Cell phones must be turned off and turned over to the teacher while at school. Other valuable items (such as expensive jewelry and/or items of sentimental value) should not be brought to school.
- Weapons or replicas of weapons are not allowed. These include, but are not limited to guns, knives or any object fashioned into a weapon. Certain exceptions for instructional purposes may apply with specific and prior approval by the superintendent/principal or designee.

### **GRATTON SCHOOL PLAYGROUND RULES**

1. All students will show RESPECT to all adults, other students, and all property.
2. Students will use appropriate language at all times and be considerate of others' feelings.
3. Students will keep their hands, feet, and objects to themselves.
4. All students are expected to use common sense and follow the school rules.
  - a. Students will walk in corridors/designated areas
  - b. Students will not loiter around bathrooms and drinking fountains
  - c. Students will run and play ball in designated areas only
  - d. Students will use equipment balls, jump ropes, hula-hoops etc. as intended and no students will be allowed in the PE shed without supervisor approval
  - e. No playing with balls after bells or in line, balls should be left in designated area: ball bins
  - f. No tag on the blacktop or on or near the playground structure. Tag only on grassy area
  - g. No jumping from playground equipment
  - h. No playing out of sight of the Supervisor
  - i. No closed games unless closed by the Supervisor
  - j. Eating allowed only in designated area
  - k. No climbing on trees or fences or up the slides
  - l. Students are not allowed to kick balls on the blacktop

Any additional rules and/ or directions given by a  
Supervisor are to be followed at all times.

The use of Gratton School District computer equipment is a privilege for which all users accept responsibility. Inappropriate conduct in the use of this equipment includes but is not limited to:

- Damage, vandalism or theft of equipment
- Piracy: altering and/or theft of software
- Use of systems to transmit computer viruses
- Accessing, communicating or printing information that is deemed inappropriate in nature by school personnel
- Plagiarism
- Any conduct in violation of school rules

The Gratton School District staff members will determine what is appropriate and inappropriate use of computer equipment and their decision is final. Any student involved in inappropriate use of any computer equipment will be referred to the superintendent/principal or designee for disciplinary action and may lose the privilege to access any or all computer equipment for the remainder of the school year. In addition, parents may be held responsible for damages to any Gratton School District computer equipment incurred during inappropriate use by a student. Students are encouraged to purchase insurance through the school for digital devices and components.

## **Conduct Code Procedures**

Gratton School students may be referred to the Superintendent/Principal by school personnel. The Superintendent/Principal or designee will decide the consequence after considering the available facts.

## **(J) Tactical Procedures for Responding to Criminal Incidents**

Gratton School district places the highest priority on the safety of students, visitors and school personnel. A key part of ensuring this safety is the quick and coordinated response to criminal incidents that may occur on campus. To effectively and efficiently respond to such incidents, GSD staff will follow these steps.

1. Upon discovery or witness of a criminal incident, all students will immediately notify a staff member or other adult on campus. Adults will immediately notify the front office at the school.
2. The administrator or administrator designee will initiate one of the following processes:
  - a. If there is an existing or imminent threat to the safety of students, call 911, then immediately activate an appropriate emergency response procedure such as lockdown. Await the arrival of emergency responders and follow their instructions as they will have incident command during these types of incidents.
  - b. If there is no longer an immediate threat but a criminal incident (or non-violent criminal incident) has recently occurred while students are on campus then contact the Sheriff's Office using the non-emergency dispatch number (209) 552-2468, and request assistance with an in-person response. Notify the office if any facilities repair is necessary. Await the arrival of emergency responders and coordinate a unified command to ensure the safety of students and school personnel.
  - c. If the criminal incident occurred while no students were present, such as but not limited to vandalism on the weekend, then notify the Sheriff's Office using the non-emergency dispatch number to request support. Notify front office if any facilities repair is necessary. Follow the instructions of the dispatch operator or other law enforcement representative. This could include filing a criminal report.

## **(K) Opioid Prevention and Life-Saving Response Procedures**

GSD is committed to supporting the community's efforts to bring awareness and prevention to help combat the opioid epidemic. The GSD office is equipped with naloxone to reverse an opioid overdose and also has designated staff members that have been trained to administer the naloxone. In the event of a suspected overdose on school grounds - designated personnel will be notified and life saving protocols will be enacted in addition to 911 being called. In postvention involving the misuse of an opioid by a student, GSD is committed to using a multi-tiered system of supports to help address the student and incident.

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

The Gratton School District comprehensive safety plan will be reviewed, evaluated and amended (if necessary) each school year.

Pursuant to Education Code Section 35294.6[a], Gratton School District adopted this annual comprehensive school safety plan at a regularly scheduled meeting of the Board of Trustees. An opportunity for public comment was also provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Gratton School District Office.

## Safety Plan Appendices

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*(FOUO: For Official Use Only)*

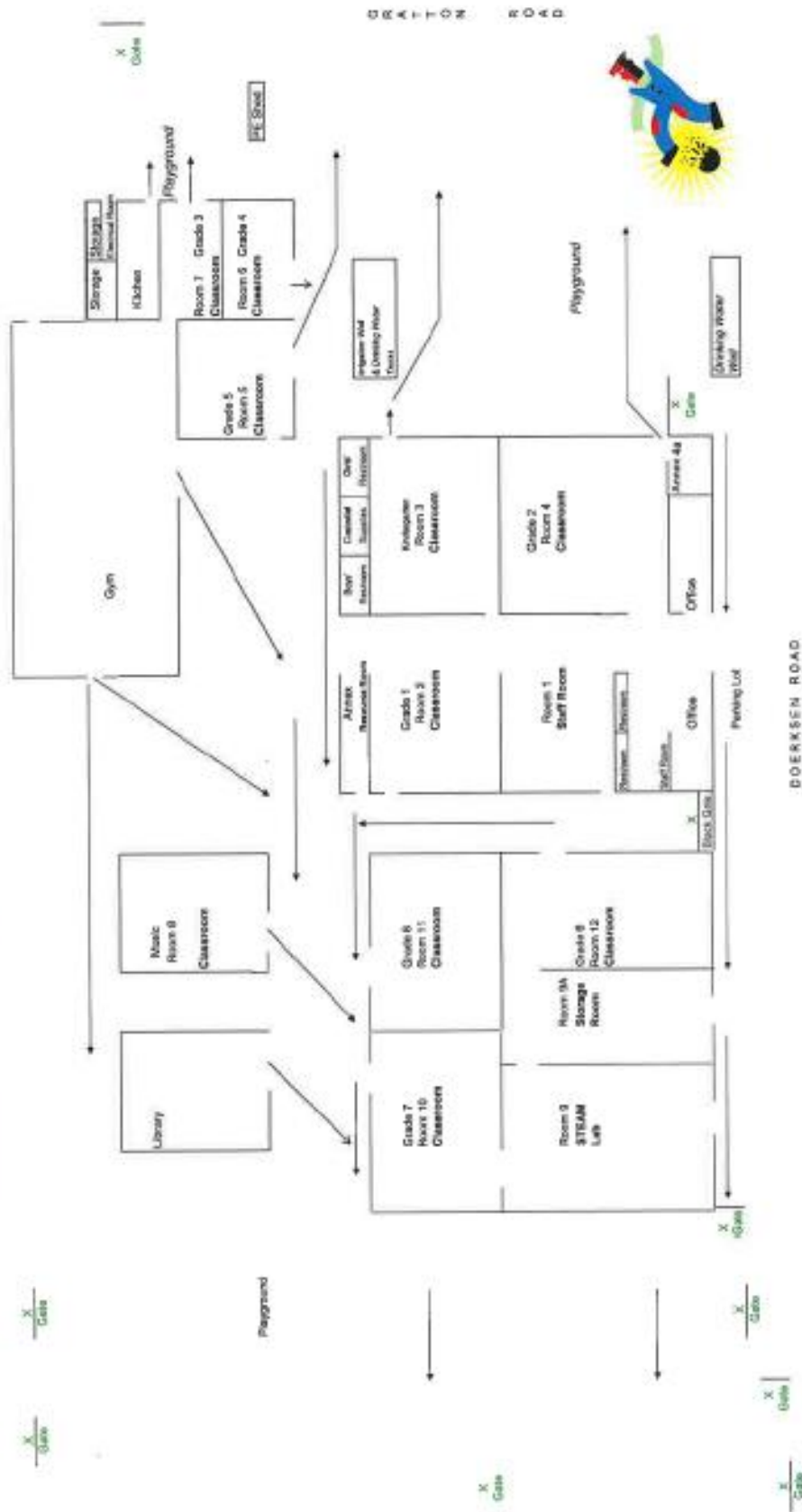
## **Appendix A: Emergency Contact Numbers –**

### Utilities, Responders and Communication Resources

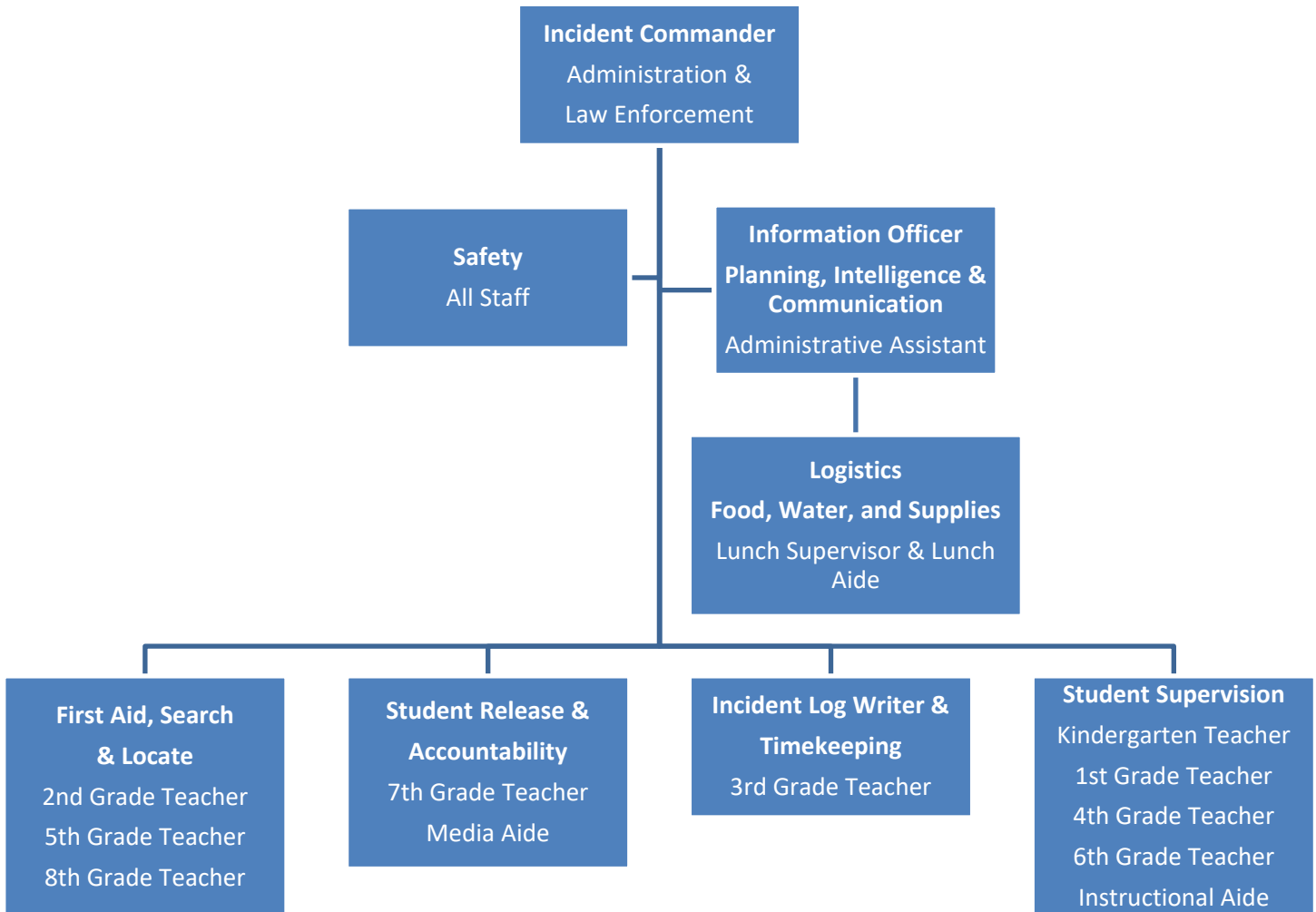
<b>Vendor</b>	<b>Number</b>	<b>Comments</b>
TID	1(209) 883-8301	Power Outages
Blackboard/ Alert Now	1(800) 901-4923	Emergency Notification Phone System
County Public Works	(209) 525-6700	Water Emergency
Sheriff	9-1-1 or *(209) 552-2468	*24 Hour Non-Emergency
Animal Control	(209) 558-7387	
Child Welfare Service	(209) 558-3665 or (209)558-3627	
Tree Trimming (Public Works)	(209) 525-4130	Hazardous limbs/fallen trees
County Health Dept.	(209) 558-7000	
Denair Fire Dept.	9-1-1 or (209) 632-5032	
American Red Cross	(209) 523-6451	Disaster Assistances
Radio Stations	(209) 766-5000	KATM – Kat Country
WeTip	800-78-CRIME, 800-47-ARSON, and 800-87-FRAUD	

Staff Contact information is available in the crisis response clipboard.

## Fire and Earthquake Drill and Dangerous Situations



## ***Appendix C: Gratton School Incident Command System***





## **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.

### **Job Descriptions:**

#### **Incident Commander - 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 School Resource Officer, Information Officer, and Local Law Enforcement.

#### **Information 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.

#### **Logistics**

Logistics supports the response by coordinating and providing supplies, equipment, and services. In charge of acquiring and keeping a two day supply of water for all students and staff. They are also in charge of making sure batteries for radios and flashlights are in working order.

#### **First Aid, Search & Locate – Operations**

Any students or staff who are hurt or sick will be sent to the staff room where first aid will be administered. Search & Locate will be notified of any missing students who are not accounted for and will be responsible for locating those students.

#### **Student Release and Accountability**

In charge of releasing students to parents when the Incident Commander says to do so. A precise written record with student names, release times, and who the student is released to should be kept. Class lists should be used. All releases should occur in the front office. Names will be paged over the intercom. If no electricity, runners will be sent to retrieve students from the gym or designated holding area.

#### **Incident Log Writer & Timekeeping**

Record on staff room whiteboard or paper, time of events and decisions as they are transmitted over radio or otherwise so that consistent information is provided to all.

#### **Student Supervision:**

The kindergarten, 1<sup>st</sup>, 4<sup>th</sup> grade teachers and instructional aide will oversee supervising students in the gym. If the gym is deemed unsafe, another location will be designated on or off campus. All additional staff on campus not assigned to a task helps with student supervision as well. Must take roll when students arrive.

## **Appendix D: Emergency Response Guidelines**

### **STEP ONE: IDENTIFY THE TYPE OF EMERGENCY**

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 16 different types of emergencies are listed in the following section.

### **STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY**

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

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

### **STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION**

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

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

### **STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION**

Once the type of *immediate response action* is determined, the incident commander must immediately inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made.

However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.

- **Safe in Place:** Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s school-wide communication system to instruct staff to make sure all exterior doors are locked, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s school-wide communication system to notify staff and students that normal school operations should resume.

## ***Appendix E: Types of Emergencies & Specific Procedures***

### ***AIRCRAFT CRASH***

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

### ***ANIMAL DISTURBANCE***

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

### ***ARMED ASSAULT ON CAMPUS***

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

### ***BIOLOGICAL OR CHEMICAL RELEASE***

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

### ***BOMB THREAT / THREAT OF VIOLENCE***

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call the Stanislaus County Sheriff's Department at 209-552-2468 or 911. The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist." During a bomb threat, cellular phones and/or handheld radios should not be used because their transmission could set off a radio-controlled bomb. The fire alarm and school bells should also be silenced so that they do not set off a radio-controlled bomb. Do not turn on or off the electricity to a building because this could set off a photoelectric bomb. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, Evacuate Building, or Evacuate Campus.

### ***BUS DISASTER***

These procedures are for use by bus drivers, teachers and school administrators, or their designee in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported on a bus. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuate Bus.

## ***DISORDERLY CONDUCT***

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

## ***EARTHQUAKE***

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

## ***EXPLOSION OR RISK OF EXPLOSION***

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

## ***FIRE IN SURROUNDING AREA***

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

## ***FIRE ON SCHOOL GROUNDS***

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

## ***FLOODING***

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

## ***LOSS OR FAILURE OF UTILITIES***

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

## ***MOTOR VEHICLE CRASH***

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be

considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

### ***PSYCHOLOGICAL TRAUMA***

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

### ***SUSPECTED CONTAMINATION OF FOOD OR WATER***

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

## Appendix F: Instructional Continuity Plan

### Instructional Continuity Plan Gratton School District

Contact Name	Position	Email	Phone
Wendy Williams	Superintendent/Principal	wwilliams@grattonschool.net	(209) 632-0505

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

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

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

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

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

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

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

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

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

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

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

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

**Student Participation and Progress:** If a student requires Independent Study due to an emergency situation, Gratton School District will comply with all relevant education codes, policies, and administrative regulations, including BP 6158 and AR 6158.

**Access to Instructional Materials Including Devices and Connectivity:** Students will have access to instructional materials digitally to ensure equitable access for all. These materials will align with students' independent study plans and/or Individualized Education Plans (IEPs). Should students require technology devices as part of their instructional program during school closures, GSD will provide them.



For students participating in the classroom setting, instruction, assessments, assignments, and work submission will transition to an online learning management system.

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