



# Comprehensive School Safety Plan

**2022-2023  
School Year**

**School:** El Tejon School  
**CDS Code:** 15751686009468  
**District:** El Tejon Unified School District  
**Address:** 4337 Lebec Rd.  
Lebec, CA 93243-0876  
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**Approved by:**

Name	Title	Signature	Date
Corey Hansen	Principal		
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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.

<https://et.el-tejon.k12.ca.us/>

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

## Safety Plan Vision

El Tejon School's Vision is to provide a school wide positive environment that encourages being respectful, responsible, safe in their thinking, actions and play.

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

### El Tejon School Safety Committee

#### Assessment of School Safety

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

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

Proper protocol for reporting child abuse is always followed. The report is made to the Kern County Child Protective Services (CPS) agency, a county welfare department, police or sheriff's department, or to a county probation department. All school employees are trained in mandated reporting satisfying the requirements of AB 1432. The Mandated Reporter's Responsibility according to Penal Code 11166 states that "a mandated reporter shall make a report whenever the mandated reporter, in his or her professional capacity or within the

scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report to the agency immediately or as soon as is practicably possible by telephone, and the mandated reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident".

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

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

##### 1.0 INTRODUCTION

##### 1.1 Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the El Tejon Unified School District has adopted the Model Safe School Plan, Emergency Procedures for use as a template in the preparation of emergency procedures for each of the District schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) utilized at the Federal level. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

##### 1.2 Plan Organization

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal will ensure that this Safe School Plan, - Emergency Procedures is consistent with all District Policies, State Law and NIMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

##### 2.0 STANDARDIZED EMERGENCY MANAGEMENT

## 2.1 Emergency Planning with NIMS

The Federal National Incident Management System (NIMS) 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 multiple agencies often participating in response to an emergency. NIMS, consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

### 2.1.1 Management

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, 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 directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

### 2.1.2 Planning/Intelligence

During an emergency, NIMS, 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. Under NIMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." In El Tejon Unified School District schools, "Situation Analysis" may be performed by a "Communications" position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.

### 2.1.3 Operations

Under NIMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within El Tejon Unified School District schools, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Supply/Equipment Team; Request/Reunion Gate Team; and Emergency Response Team (Fire and Rescue).

### 2.1.4 Logistics

The Logistics function of NIMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Tracking of equipment utilized and its recovery is also a function of Logistics. Within El Tejon Unified School District schools, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

### 2.1.5 Finance/Administration

The Finance/Administration function of NIMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within El Tejon Unified School District schools, these activities may be performed by a "Documentation" position, which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.

Figure 2.1 presents an Emergency Management Organization Chart modeled after NIMS and adapted for The El Tejon Unified School District schools.

## 2.2 Incident Command Team (DCOMM)

The Incident Command Team is responsible for directing individual school emergency response activities.

### 2.2.1 Assignments

The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison.

Incident Commander: Corey Hanen

Public Information Corey Hansen/Debbie Ford

Safety Coordinator: Laurie Oliver

Agency Liaison: Diana Holt/Laura McKee

Documentation: Corey Hansen/ Debbie Ford

Communications: Kathy Wood

The Incident Commander also directs the activities of all other teams. If the District EOC is activated the Site Incident Commander is a Division Leader and reports to the Operations Officer at the EOC.

## 2.2.2 Roles and Responsibilities

### 2.2.2.1 Incident Commander

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

Periodically assessing the situation.

Directing the Incident Command Team and all other emergency teams.

Determining the need for, and requesting, outside assistance.

Periodically communicating with the Local District Superintendent.

### 2.2.2.2 Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

Periodically receiving updates and official statements from the Incident Commander.

Maintaining a log of PIO actions and all communications.

Periodically interacting with the media and District Communications.

Preparing statements for dissemination to the public.

Ensuring announcements and other public information are translated into other languages as needed.

Monitoring news broadcasts about the incident and correcting any misinformation.

### 2.2.2.3 Safety Coordinator

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

Periodically checking with the Incident Commander for situation briefings and updates.

Maintaining all records and documentation as assigned by the Incident Commander.

Monitoring drills, exercises, and emergency response activities for safety.

Identifying safety hazards.

Ensuring that responders use appropriate safety equipment.

### 2.2.2.4 Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

Periodically checking with the Incident Commander for situation briefings and updates.

Maintaining all records and documentation as assigned by the Incident Commander.

Briefing agency representatives on current situation, priorities and planned actions.

Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

## 2.2.3 Team Supplies and Equipment

Copy of the school's Emergency Procedures

Campus map

Master keys

Copies of staff and students rosters

Hand-held radios

Bullhorn

Battery-operated AM/FM radio.

First Aid kit

Clipboard, Paper, Pens

Vest or position identifier

Large campus map

## 2.2.4 Team Assembly Location

Inside: ETS Office

Outside: Front of School – Flag Pole

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### 2.3 First Aid/Medical Team (AID)

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

#### 2.3.1 Assignments

First Aid/Medical Team Leader: Laurie Oliver

Alternate Team Leader: Kathy Wood

First Aid/Medical Team Member: Laurie Oliver

First Aid/Medical Team Member: Kathy Wood

First Aid/Medical Team Member: Rory Jansen

School Nurse:

#### 2.3.2 Roles and Responsibilities

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the Incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

Assigning First Aid personnel and assessing available inventory of supplies & equipment.

Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.

Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.

Periodically keeping the Incident Commander informed of overall status.

Completing the Injury and Missing Persons Report (Form D, Appendix A).

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:

Setting up first aid area, triage and/or temporary morgue.

Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.

Reporting deaths immediately to First Aid/Medical Team Leader.

#### 2.3.3 Supplies and Equipment

Vest or position identifier

First aid supplies

Triage tags

Hand-held radios

Stretchers

Blankets

Wheelchairs

Patient record forms

Site map

Injury and Missing Persons Report (Form D, Appendix A)

#### 2.3.4 Team Assembly Location

Inside: Gym

Outside: Elementary Basketball Courts

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### 2.5 Emergency Response Team (ERT)



The Emergency Response Team (ERT) is responsible for preparing and performing search and rescue operations during an emergency and for extinguishing fires. The team will also be responsible for evaluating the potential release of chemicals during an emergency. There may be two or more Emergency Response Teams. It is also responsible for reporting damages to school property in an emergency to the Security/Utilities Team. This team will coordinate with the Incident Commander.

#### 2.5.1 Assignments

Emergency Response Team Leader: Charles Stewart

Alternate Team Leader: Lachelle Farewell

ERT Team 1 Members: Charles Stewart

ERT Team 2 Members: Lachelle Farewell

ERT Team 3 Members: Tina Caverhill

#### 2.5.2 Roles and Responsibilities

Emergency Response Team Leader

The ERT Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The ERT Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader. Specific duties of the Search and Rescue Team Leader may include:

Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.

Assigning and recording teams based on available manpower, minimum 2 persons per team. Gathering any Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader.

Updating teams' reports on site map and recording exact location of damage and triage tally.

Emergency Response Team Members

The members of the ERT Team are responsible for performing search and rescue operations and fire suppression during an emergency. Specific duties of the members of the Search and Rescue Team may include:

Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.

Logging of Damage will be Reported using the damage assessment Form (Form F, Appendix A) and submitted to the Team Leader

Extinguishing fires as appropriate.

Periodically reporting to the Team Leader on location, number, and condition of injured.

Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.

Sealing off and posting areas where hazardous conditions exist.

Extinguishing fires on campus

Evaluating potential release of chemicals

Identifying damaged areas on the Damage assessment Report Form (Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.

Posting yellow caution tape around damaged or hazardous areas.

Contacting Security/Utilities Team to secure the building from reentry after the search.

#### 2.5.3 Supplies and Equipment

Vest or position identifier

Hard hat

Work and latex gloves

Whistle with master keys on neck lanyard

2-way radio

Clipboard with job duties

Map indicating search plan

CO2 fire extinguishers

Water-type fire extinguishers

Ponchos

Knee Pads

Bolt cutters

Shovels

Ropes

Triage tags

Light sticks

Multi-tool  
Goggles  
Flashlight  
Dust masks  
Pry bars (Short/Long)  
Grease pencil  
Pencils  
Duct tape  
Caution tape  
One member wears first aid backpack

#### 2.5.4 Team Assembly Location

Inside: ETS Staff Lounge

Outside: District Office

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

#### 2.6 Security/Utilities Team (SUT)

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team is also responsible for overall damage assessment of structural damage and the overall safety of school buildings. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

##### 2.6.1 Assignments

Security/Utilities Team Leader: John McNatt

Alternate Team Leader: Armando Garcia

Security/Utilities Team Member: John McNatt

Security/Utilities Team Member: Armando Garcia

Security/Utilities Team Member: Kevin Royal

##### 2.6.2 Roles and Responsibilities

Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in perimeter "lock-down" to their team leader. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Security/Utilities Team may include:

Locking all external gates and doors; unlocking gates when appropriate.

Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.

Keeping students and staff out of buildings, as necessary.

Assisting at Reunion Gate as appropriate.

Assessing damage to school facilities.

Checking and shutting off utilities as required.

Assisting Supply team with preparing and distributing food as directed by the Incident Commander.

Assisting the First Aid/Medical Team in comforting students or first aid as needed.

##### 2.6.3 Supplies and Equipment

Vest or position identifier

Master keys

Hand-held radio  
Goggles/Gloves/Flashlight/Poncho  
Hard Hats  
Utility shut-off tools/Multi-tool  
Damage assessment forms  
Clipboard containing site maps/ Emergency Procedures

#### 2.6.4 Team Assembly Location

Inside: Cafeteria

Outside: Behind Cafeteria Lunch Tables

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.

#### 2.7 Supply/Equipment Team (SET)

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

##### 2.7.1 Assignments

Supply/Equipment Team Leader: Kendal Peddy

Alternate Team Leader: Dea Walker

Supply/Equipment Team Member: Kendal Peddy

Supply/Equipment Team Member: Dea Walker

Supply/Equipment Team Member: Shelea Patterson

##### 2.7.2 Roles and Responsibilities

Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The Supply/Equipment Team leader should be familiar with and control the use of emergency supplies at each school site. Specific duties of the Supply/Equipment Team Leader may include:

Reporting equipment and supply needs.

Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.

Coordination and utilization of emergency supplies

Reporting supply needs to the incident commander

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies).

Specific duties of the members of the Supply/Equipment Team may include:

Distributing emergency water and food supplies.

Establishing a list of all persons in shelter and determining any special needs.

Setting up temporary sanitary facilities as necessary

Controlling conservation of water.

##### 2.7.3 Supplies and Equipment

Hand-held radios

Keys

Bullhorn

Emergency water supplies

Emergency food supplies

Temporary power supplies

Portable phones

Sanitary supplies

Clipboard with all inventory supplies

##### 2.7.4 Team Assembly Location

Inside: Cafeteria

Outside: Parking Lot (Staff)

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## 2.8 Assembly Area Team (AAT)

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. It also provides psychological first aid as needed during and immediately after an emergency, pursuant to District Policy.

### 2.8.1 Assignments

Assembly Area Team Leader: Kathy Wood

Alternate Team Leader: Roxanne Castanon

Assembly Area Team Member: Kathy Wood

Assembly Area Team Member: Roxanne Castanon

Assembly Area Team Member:

### 2.8.2 Roles and Responsibilities

Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from the Team Members and have them readily available to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

Obtaining reports of missing students from teachers or other personnel.

Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.

Administering minor first aid and psychological first aid as needed.

Supporting the Release/Reunion Gate Team as needed.

Coordinating with the Incident Commander to provide water and food to student and staff when necessary.

Providing reassurance to students.

Updating records of the number of students and checking student emergency card for name of person(s) authorized to pick up student.

### 2.8.3 Supplies and Equipment

Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas

Injury and Missing Persons Report (Form D, Appendix A)

Hand-held radio

Ground Cover, tarps

First aid kit

Paper, pens, pencils

### 2.8.4 Team Assembly Location

Inside: Library

Outside: Baseball field Parking lot

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## 2.9 Request/Reunion Gate Team (RGT)

The Request/Reunion Gate Team is responsible for processing parent requests for student release during an emergency. They are also responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

### 2.9.1 Assignments

Request/Reunion Gate Team Leader: Kari Castanon  
Alternate Team Leader: Darla Davis/Fatima Echeverria  
Request/Reunion Gate Team Member: Kari Castanon  
Request/Reunion Gate Team Member: Darla Davis/Fatima Echeverria  
Request/Reunion Gate Team Member: Diane Velasco/ Emily Lira

### 2.9.2 Roles and Responsibilities

#### Request/Reunion Gate Team Leader

The Request/Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. The Request/Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and has them readily available to the Incident Commander.

#### Request/Reunion Gate Team Members

The members of the Request/Reunion Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request/Reunion Gate Team may include:

Greeting and directing parents, guardians, or designees to the counselors as appropriate.

Providing reassurance to parents, guardians, or designees and maintaining order.

Issuing a tag or other identifications only to an authorized person.

Directing parents or guardians to the Reunion Gate.

### 2.9.3 Supplies and Equipment

Code to Main Gate

Bullhorn

Tags or other identifications

Hand-held radios

Tables and chairs (from nearby classrooms)

Materials for sign-out log

Student Release Log (Form E, Appendix A)

Clipboard

Emergency Cards

### 2.9.4 Assembly Location

Outside: Front Office Entry Gate

### 2.12 Documentation Position (Optional)

The Document position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. This person acts as a scribe to memorialize the actions of the Incident Command Center during an emergency.

#### 2.12.1 Assignments

Documentation Staff Member: Debbie Ford

Alternate Documentation Staff Member: Laura McKee

#### 2.12.2 Roles and Responsibilities

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

Periodically communicating with the Incident Commander for status updates.

Documenting all communications with District Emergency Operations Center (EOC) and outside agencies.

Recording the number of students, staff and others on campus and updating it periodically.

Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.

Ensuring that accurate records are kept of all staff members, indicating hours worked.

Supporting the Incident Commander in making any purchases and keeping track of the cost.

Filing, maintaining and securing all emergency documentation.

#### 2.12.3 Supplies and Equipment

Hand-held radios

File boxes  
Paper, pens

#### 2.12.4 Assembly Location

The Documentation Staff Member will report to the Command Post.

#### 2.13 Communications Position (Optional)

The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the “status board.”

##### 2.13.1 Assignments

Communications Staff Member: Audrey Weingarten

Alternate Communications Staff Member: Vanessa Romero

##### 2.13.2 Roles and Responsibilities

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

Updating site maps as reports and other information are received.

Preserving maps as legal document.

Using area-wide map to record information on major incidents such as road closures, utility outages, etc.

Developing situation reports for the Incident Command Team.

##### 2.13.3 Supplies and Equipment

Hand-held radios

Paper, pens, dry-erase pens

File box(es)

Large site map of campus, laminated or covered with Plexiglas,

Map of county or local area

##### 2.13.4 Assembly Location

The Communications Staff Member will report to the Command Post (office).

#### 2.14 School Staff

California Government Code, Chapter 8, Section 3100 states: “...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

#### 2.16 Preparedness Procedures

##### 2.16.1 Management

The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.

The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.

The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in the Section 2.0.

The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.

The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

### 2.16.2 Planning/Intelligence

1. The Principal will ensure that all team members receive proper training in the use of communication equipment.
2. The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

### 2.16.3 Operations

The Principal will ensure that this plan includes procedures for the following:

- Administering first aid;
- Activating and performing search and rescue operations;
- Ensuring site security;
- Conducting damage assessments;
- Evacuation; and
- Student release operations.

The Principal will ensure appropriate training is provided for the following teams:

- First Aid/Medical Team;
- Security/Utilities Team;
- Supply/Equipment Team;
- Request/Reunion Team;
- Emergency Response Team; and
- Assembly Area Team.

3. The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.

Drills will be conducted at elementary schools at least once per month.

Drills will be conducted at secondary schools at least twice per year.

### 2.16.4 Logistics

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.

2. The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.

### 2.16.5 Finance/Administration

The Principal will assure the following:

- Purchase of all required emergency preparedness and response equipment and supplies;
- Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

## 3.0 INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

### 3.1 Identify Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area

Fire On School Grounds  
Flooding  
Loss or Failure of Utilities  
Motor Vehicle Crash  
Psychological Trauma  
Suspected Contamination of Food or Water  
Threat of Violence  
Unlawful Demonstration/Walkout

### 3.2 Identify 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, a three-tiered rating system is described below.

**Level 1 Emergency:** A minor emergency that is handled by school personnel without 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 the dispersion of a potentially hazardous material, e.g., “unknown white powder”, or emergency involving more than one school site..

**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, involving multiple school sites or the entire District. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### 3.3 Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, the Superintendent will assess the need to activate the Emergency Operation Center. As a guide, the (EOC) should be activated when requests for resources are coming from multiple school sites or a large demand for resources are made from a school site. Individual school site personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Duck and Cover  
Shelter-In-Place  
Lock Down  
Evacuate Building  
Off-Site Evacuation  
All Clear

Procedures for each of these are included in Section 4.0.

## 4.0 IMMEDIATE RESPONSE ACTIONS

### 4.1 Duck , Cover AND HOLD

This action is taken to protect students and staff from flying or falling debris.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK, COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD ON TO THE DESK AND HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

Teachers and students should move away from windows.

### 4.2 Shelter-in-Place



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

If inside, teachers will keep students in the classroom until further instructions are given.

If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. If Students are missing or in the wrong classroom, notify the office.

Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

### 4.3 Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.

The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

### 4.4 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

The Principal will initiate a fire alarm.

Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location. Once assembled, teachers and students will stay in place until further instructions are given.

#### 4.5 Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. This decision should be made on information received from Fire, Law Enforcement or accessing pertinent websites.

##### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.

Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

Once assembled off-site, teachers and students will stay in place until further instructions are given.

In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

#### 4.6 All Clear

This action is taken to notify teachers that normal school operations can resume.

##### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

### 5.0 EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

Biological or Chemical Release

Bomb Threat

Bus Disaster

Disorderly Conduct

Earthquake

Explosion/Risk of Explosion

Fire in Surrounding Area

Fire On School Grounds

Flooding

Loss or Failure of Utilities

Motor Vehicle Crash

Psychological Trauma

Suspected Contamination of Food or Water

Threat of Violence

## Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as "School Administrator".

### 5.1 Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section

### 5.13, Loss or Failure of Utilities.

#### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.

If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.

The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.

The First Aid/Medical Team will check injuries to provide appropriate first aid.

The School Administrator will call the District Office and notify the Superintendent.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

The Assembly Area Team will convene onsite and begin the process of counseling and recovery as appropriate.

If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

### 5.2 Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

#### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.

Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.

If additional outside assistance is needed, the School Administrator will call "911", Animal Control and/or the Department of Fish and Game, 868-7100 and provide the location of the animal and nature of emergency.

If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

### 5.3 Armed Assault on Campus

An Armed Assault on Campus 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 device.

#### Procedure

Upon first indication of an armed assault, personnel should immediately notify the School Administrator.

The School Administrator will initiate the appropriate Immediate Response Action(s), which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.

Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.

After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

The First Aid/Medical Team will work with local authorities to ensure injured students and staff receives medical attention.

The Security/Utilities Team will control all points of entry to the school.

The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will take actions to ensure the notification of parents and family members.

Notifications will be made to the District Office and the Superintendent in order to coordinate/assign a designated Public Information Officer for media inquiries.

The School Administrator will debrief staff and school police officers.

#### 5.4 Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

##### Procedure

##### Scenario 1: Substance Released Inside a Room or Building

The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

The School Administrator will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The School Administrator will activate the Incident Command System and instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.

The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.

Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).

The Assembly Area Team will convene onsite and begin the process of counseling and recovery.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

##### Scenario 2: Substance Released Outdoors and Localized

The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.

The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

The School Administrator will call "911", and will provide the exact location and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.

Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

The Assembly Area Team will convene onsite and begin the process of counseling and recovery.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

#### Scenario 3: Substance Released in Surrounding Community

If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.

Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.

The School Administrator will call “911”, and will provide the exact location and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The School Administrator will turn on a radio or television station to monitor information concerning the incident.

The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

#### 5.5 Bomb Threat

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

##### Procedure

If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator, “This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”

The person answering the threat call should ask the following questions, utilizing the bomb threat report (Form C, Appendix A), record the answers and then immediately notify the School Administrator:

When is the bomb going to explode?

Where is it?

What will cause it to explode?

What kind of bomb is it?

Who are you?

Why are you doing this?

What can we do for you to avoid the bomb from exploding?

How can you be contacted?

The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.

If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.

No attempt should be made to investigate or examine the object.

After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will notify "911", if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.

The School Administrator will notify the District Superintendent of the situation.

The Assembly Area Team will convene onsite and begin the process of counseling and recovery.

Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.

The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

After the incident is over, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

## 5.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the nearest school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

### Procedure

#### Scenario 1: Earthquake

The driver should issue DUCK, COVER AND HOLD action as described in Section 4.0.

Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.

Set brake, turn off ignition, and wait for shaking to stop.

Check for injuries and provide first aid as appropriate.

If the bus is disabled, stay in place until help arrives.

Contact the School Administrator to report location and condition of students and the bus.

The School Administrator will determine what additional appropriate notification(s) should be made and will brief the District Superintendent.

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 a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.

If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.

In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.

The driver will account for all students and staff throughout the emergency.

#### Scenario 2: Flood

DO NOT drive through flooded streets and/or roads.

Take an alternate route or wait for public safety personnel to determine safety.

If the bus is disabled, stay in place until help arrives.

Contact the School Administrator to report location and condition of students.

The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.

In all instances, do not attempt to cross damaged bridges or overpasses.

The driver will account for all students and staff throughout the emergency.

#### Scenario 3: Serious Accident or Bus Fire

Park the bus in a safe location.

Set the emergency brake and turn off the ignition.

Evacuate the bus in the event of a fire.

Check for injuries and provide appropriate first aid.

Call "911" and provide exact location of the bus and wait for arrival of emergency responders.

Contact the School Administrator to report location and condition of students.

The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.

Stay with the disabled bus until help arrives.  
The driver will account for all students and staff throughout the emergency.

### 5.7 Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

#### Procedure

Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

Staff will immediately notify the School Administrator.

The School Administrator will initiate the appropriate Immediate Response Actions, which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

The School Administrator will call "911" and request a law enforcement response.

If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

The School Administrator will notify the District Superintendent of the situation.

### 5.8 Earthquake

Earthquakes generally 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 and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

#### Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0.

Move away from windows and overhead hazards to avoid glass and falling objects.

When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.

The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.

The First Aid/Medical Team will check for injuries and provide appropriate first aid.

The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).

If the area appears safe, the Emergency Response Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

The School Administrator will contact the District Superintendent to determine additional actions that may be necessary.

The School Administrator will have the Security/Utilities Team assess the safety of buildings for re-occupancy. When safe to do so, the Emergency Response Team will conduct an inspection of school buildings for hazards. The ERT Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander

Any affected areas will not be reopened until the Security/Utilities Team or Local Authorities provides clearance and the School Administrator gives authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Security/Utilities Team to participate in the assessment.
2. The School Administrator should confer with the District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

## 5.9 Explosion/Risk of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

### Procedure

#### Scenario 1: Explosion on School Property

In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.

The School Administrator will consider the possibility of another imminent explosion and take appropriate action.

After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.

In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.

The First Aid/Medical Team will check for injuries and provide appropriate first aid.

Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

The School Administrator will notify the District Superintendent of the situation.

The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.

When it is determined safe to enter affected areas, the School Administrator will advise the Emergency Response Team to initiate search and rescue activities.

The School Administrator will contact the Security/Utilities Team to ensure buildings are safe for re-occupancy.

Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

#### Scenario 2: Risk of Explosion on School Property

The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.

If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.

Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

The School Administrator will advise the Emergency response Team to initiate rescue operations.

The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

The School Administrator will notify the District Superintendent of the situation.

All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

#### Scenario 3: Explosion or Risk of Explosion in Surrounding Area

The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.

The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will take further actions as needed.



The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.

When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

The School Administrator will notify "911" and provide details on the area and personnel affected at the school.

After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### 5.10 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.

##### Procedure

The School Administrator will initiate the appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

The School Administrator will notify "911" and will provide the location and nature of emergency.

The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.

The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions. Law Enforcement, media stations and websites should be monitored for additional information.

If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.

As appropriate, the School Administrator will activate Parent Alert System.

The School Administrator will notify the District Superintendent of the emergency situation.

If needed, the School Administrator will notify the District Office to request busses for staff and student evacuation.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

#### 5.11 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.

##### Procedure

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 School Administrator.

The School Administrator will immediately initiate the Incident Command System and EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire.

The Emergency Response Team will suppress fires and initiate rescue procedures until the local fire department arrives.

The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

The Security/Utilities Team Leader will direct the fire department to the fire and brief fire department official on the situation.

The Security/Utilities Team will notify the appropriate utility company of damages.

The School Administrator will notify the District Superintendent of the fire.

If needed, the School Administrator will notify the District Emergency Operations Center to request busses for staff and student evacuation.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day.

All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

#### 5.12 Flooding

This procedure 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.

##### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.

The School Administrator will notify "911" and will describe the nature and extent of the flooding.

The School Administrator will keep a battery-powered radio tuned to a local radio station for information.

If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will notify the District Superintendent of the emergency situation.

As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

#### 5.13 Loss or Failure of Utilities

This procedure 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.

##### Procedure

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.

Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.

The School Administrator will notify maintenance (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or emergency numbers as provided in this plan and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.

Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.

The School Administrator will notify the District Superintendent of the loss of utility service.

As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.

In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

##### Plan for a Loss of Water:

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of water will not result in an immediate closure of school sites. However, in at least one school site the loss of water is directly connected to a loss of electricity, which may result in a school closure, depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

Other school sites rely on gravity fed water assisted by booster pumps. Such sites may be able to continue to operate without being negatively impacted.

The ability to provide sanitary restroom facilities shall be a factor in considering if a school closure is necessary. Mitigation efforts, such as use of supplemental water supplies for flushing can be used, as well as the delivery of porta-potties.

Each school site has emergency buckets with toilet lids that can be used for extended periods of time.

Each school site has various quantities of emergency water that can be dispensed by personnel. Emergency water should periodically be replaced (six months to one year) to maintain freshness.

In a major catastrophic event, such as an earthquake other measures, which may consist of using buckets or trenches, may have to be considered. Emergency supplies should be maintained in order to support these alternative plans.

#### Plan for a Loss of Electricity:

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety and comfort of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of electricity will not result in an immediate closure of school sites. Most classrooms receive enough ambient light to continue for short periods of time. Some classrooms may have to be moved to other areas to maximize the use of natural lighting.

At some school sites, electric heaters rather than gas or propane provides heating. In such situations, the ability to maintain a comfortable learning environment should be considered. Other sites utilizing gas may still be impacted by the failure of electrical thermostats to operate.

At one school site, the loss of electricity also results in the loss of water. The combined effects may cause an immediate school closure depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

If the loss of electricity is related to an event that may have continued negative impact on a school site, such as fire, chemical release etc., consideration needs to be given to the fact that emergency bells are not functional. An efficient student/staff runner system or handheld P.A. device may need to be employed.

Direct phone lines and cell phones may continue to be effective during a power outage, however phone connected via a multi-line system are usually inoperative. Hand held radios would be used to maintain communication with buses or other off-campus personnel.

Although none of the school sites are designed to operate on emergency generators, some site may have limited functionality with smaller generators designed to operate office, food service and communications operations.

In un-planned outages that result in multi-day events considerations should be given to the difficulty of maintaining operations such as office, food service and communications in determining the need for school closures.

#### Plan for a loss of Natural Gas

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of natural gas or propane will not result in the closure of school sites, where other operational functions are not impacted. However, school sites that rely on natural gas or propane for heat will need to evaluate weather conditions and their impact on a schools environment.

The ability to provide food services at required school sites needs to be evaluated on outages of unknown duration.

Loss of gas/propane due to an on-campus event that results in fire or release of gas should refer to other related emergency procedures within this chapter.

#### Plan for a loss of Communication

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Communications within the District is accomplished through a variety of mediums, including phone (both land based and cell), radio, P.A. systems and student/staff runners. Some or all may be impacted by an emergency event.

Generally, a loss of one or two modes of communication will not result in the closure of a school site, when they can be mitigated by other actions. However, the loss of multi-modes of communication is often related to the loss of electricity, which will additionally need to be considered.

Effective use of student/staff runners can be utilized to reduce the impacts of a lack of phone or P.A. systems.

Using a handheld radio or accessing a mobile radio located in a bus or other District vehicle may compensate for the loss of a stationary radio.

The loss of repeater access for radio communications will significantly impact the ability of buses and campuses to communicate during an emergency. Some of these impacts may be mitigated through the use of unit-to-unit direct communication on strategically placed mobile units within the District. Such units will be able to relay information from both base and mobile units.

#### 5.14 Motor Vehicle Crash

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

##### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.

The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.

The First Aid/Medical Team will check for injuries to provide appropriate first aid.

Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

#### 5.15 Psychological Trauma

Crisis management at El Tejon Unified School District schools specifies actions during and subsequent to any emergency that may have a psychological impact on students and 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. 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.

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.

Procedure

The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises. Administrators should take into consideration individual staff skills in making these assignments.

The Assembly Area Team will assess the range of crisis intervention services needed during and following an emergency.

The Assembly Area Team will provide direct intervention services.

If there is a need for additional assistance, the School Administrator will notify the District Superintendent.

The Assembly Area Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

In performing their duties, the Assembly Area Team members will limit exposure to scenes of trauma, injury and death.

The Assembly Area Team will provide ongoing assessment of needs and follow-ups services as required.

#### 5.16 Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple students or employees with unexplained nausea, vomiting, or other illnesses.

Procedure

The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.

The School Administrator will notify "911", District Office and the Kern County Department of Environmental Health Services (661) 862-8700.

The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.

The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.

The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

The School Administrator and the District Superintendent will confer with the Kern County Department of Environmental Health Services before the resumption of normal operations.

The School Administrator will notify parents of the incident, as appropriate.

#### 5.17 Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy

Procedure

The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.

A Threat Assessment should be conducted involving the District Superintendent, Kern County Sheriff and School Administrator.

Consistent with District Policy the Threat Assessment will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk that should be considered, as described below:

Category 1 – High violence potential; qualifies for arrest or hospitalization.

Category 2 – High violence potential; does not qualify for arrest or hospitalization.

Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

In categorizing the risk, the Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

The School Threat Assessment Team will recommend appropriate action to the School Administrator.

As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

#### 5.18 Unlawful Demonstration/Walkout

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

##### Procedure

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE as described in Section 4.0.

The School Administrator will notify the Kern County Sheriff's Department, (245-3440) and the District Office and will provide the exact location and nature of emergency.

The Request/Reunion Gate 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, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. Staff members will attempt to guide and control the actions of students while offsite.

Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. 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 blinds in rooms so equipped.

The Documentation staff member should keep accurate record of events, conversations and actions.

All media inquiries will be referred to the designated school's Public Information Officer.

The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

The School Administrator will notify parents of the incident, as appropriate.

#### 6.0 OTHER EMERGENCY INFORMATION

The School Administrator must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.

##### Alert System 1 (Parent)

##### Alert System 2 (School Personnel)

##### Site Plot Plan and Vicinity Map

##### Emergency Phone Numbers

##### Emergency Drills

##### 6.1 Alert System 1 (Parent)

Parent contact information is maintained in the school office.

##### 6.2 Alert System 2 (School Personnel)

A current listing of school personnel contact numbers is maintained in the school office.

##### 6.3 Site Plot Plan and Vicinity Map

A Site Plot Plan and Vicinity map are provided in Appendix C. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and backup assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.

##### 6.4 Emergency Phone Numbers

A listing of external emergency phone numbers is provided in Table 6-2 below.

Table 6-2: Emergency Phone Numbers

School Name

El Tejon Elementary School

School Address

4337 Lebec Rd.

School Phone  
248-6680

District  
Principal  
Corey Hansen  
248-6680  
Assistant Principal  
NA

School Nurse  
NA

Non-District  
Gas Company  
248-6655

County Department of Health Services  
(661) 321-3000  
(800) 611-1911

Local Fire Station  
Lebec  
911

Local Fire Station  
Frazier Park  
911

Local Fire Station  
Pine Mountain  
911

Kern County sheriff  
Frazier Park  
861-3110

Medical Clinic  
Frazier Mtn. Community Health Center  
245-1833

Hall Ambulance  
800-924-4882

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

Red Cross and Kern County Fire Departments use Frazier Mountain High School for Emergency Shelters. Kern County Fire department uses El Tejon School Baseball Field as a Command Center.

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



The following is a summary of the suspension policy:  
 A student may be suspended from school for no more than five (5) consecutive school days. The total number of days a student may be suspended from school shall not exceed twenty (20) days in any school year, with the exception of the following situations:  
 - The student is transferred to another regular school or continuation school in which case a maximum of thirty (30) days of suspension is allowed, or  
 - The principal grants an extension of the suspension pending an expulsion hearing by the district expulsion panel or other disciplinary action.

Campus violations and procedures for Disciplinary Action pertaining to Suspension from school are as follows:

District Tobacco Use Policies  
 The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. A comprehensive prevention education program, consistent enforcement of laws prohibiting tobacco possession and use by students currently exists. The District is currently developing plans for intervention and cessation activities. The District has set the following policies in regards to prohibiting tobacco use:

1. Students and Parents shall not smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school- sponsored activities or while under supervision and control of district employees. (Ed Code 48900, Health and Safety Code)

2. Students and Parents shall not use smokeless tobacco, chew or other related products that contain nicotine while on campus or at school sponsored activities, or dispose related waste in district-owned or leased buildings, and on district property. (Health and Safety Codes 104420 and 104495) If a student is caught in possession of tobacco or smokeless tobacco, or chew, or any products that contain nicotine could result in the following actions by the school administration:  
 - 3-day suspension and confiscation of any tobacco related paraphernalia, parent contact and possible citation by law enforcement.  
 - Subsequent offenses: 5-day suspension, recommendation of enrollment in secession program and citation by law enforcement. Ed. Code 48900 a (1). Cause, attempted to cause or threaten to cause physical injury to another person.  
 - 3-5 day suspension for all students. Conflict mediation upon return to school.  
 - Subsequent offence: 5 day suspension and possible expulsion or recommendation to Alternative Education program

Ed. Code 48900a (2) willfully used force or violence upon the person of another except in self-defense.  
 - 5-day suspension for the aggressor student and recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900b possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.  
 5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900c unlawfully possessed, used, sold, or furnished, under the influence of any controlled substance or intoxicant  
 - 5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900d unlawfully offered, arranged, or negotiated to sell any controlled substance  
 - 5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900e committed or attempted to commit robbery or extortion  
 - 5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900f caused or attempted to cause damage to school property or private property.  
 - 2 day suspension and property or due value must be replaced or repaired. Parent and law enforcement contacted depending upon cost.  
 - Subsequent offense: 5 day suspension and property or due value must be replaced or repaired. Parent and local law enforcement contacted.

Ed. Code 48900g stolen or attempted to steal school property or private property.  
 - 2-day suspension and return of property. Contact parent and local law enforcement depending upon cost of the item.  
 ? Subsequent offence: 5-day suspension with recommendation for expulsion, return of property, contact parent and local law enforcement.

Ed. Code 48900h possession of tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel.  
- 3 day suspension and confiscation of any tobacco related paraphernalia  
- Subsequent offence: 5 day suspension

Ed. Code 48900i committed an obscene act or habitual profanity or vulgarity  
- First offence: 1-3 day suspension depending upon severity  
- Subsequent acts: 3-5 day suspension.

Ed. Code 48900j unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code  
- 5-day suspension. Parent and local law enforcement contacted.  
- Subsequent acts: 5 day suspension, contact law enforcement and recommended for expulsion

Ed. Code 48900k Disrupting school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.  
- 1-3 day school suspension  
- Subsequent acts: 3-5 days suspension

Ed. Code 48900i knowingly received stolen property or private property  
- 5-day suspension, parent contacted, possible law enforcement notification and the property must be returned.  
- Subsequent offense: 5-day suspension, parent notification, possible law enforcement contacted and recommendation for expulsion.

Ed. Code 48900m possession of imitation firearm:  
- 5 day suspension, parent and law enforcement contacted, recommendation for expulsion

Ed. Code 48900n committed or attempted to commit sexual assault or committed sexual battery  
- 5 day suspension, contact parent and law enforcement and recommend for expulsion

Ed. Code 48900o harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil in being a witness or retaliating against a pupil for being a witness  
- 3 day suspension  
- Subsequent offence: 5 day suspension, parent called and recommend for expulsion

Ed. Code 48900p made a terrorist threat against school officials or school property, or both (Ed. Code 48900.7)  
- 5-day suspension, parent notification and contact local law enforcement and recommendation for expulsion.

Ed. Code 48900.2 student has committed sexual harassment. There are two (2) types of sexual harassment:

Quid Pro Quo: sexual harassment consists of unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature.

Hostile Environment: consists of unwelcome visual, verbal, or physical conduct that is directed at an employee or student because of that individual's gender and has a negative impact on the individual's work or academic performance or creates an intimidating, hostile, or offensive work or educational environment.  
- 5 day suspension, parent and local law enforcement contacted

Ed. Code 48900.4 intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect to materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

- First offence: 2-day suspension, mediation, parent conference  
- Subsequent offences: 4-day suspension, parent conference and possible placement to Alternative Education.

Campus

Violence:

Students have the right to attend El Tejon School without being intimidated, threatened, fear of hazing or physical harm. Speak and treat your peers, teachers, administrators, school staff and guests with courtesy and respect. Respect students "space" and refrain from vulgar or obscene language. This behavior will not be tolerated. Students who engage and are found guilty of such involvement will face disciplinary action.

**Loitering:**

It is unlawful to:

- Loiter about any school or public place where school children normally attend or congregate. (P.C. 653 (g))
- Loiter, prowl, or wander about private property or another in the nighttime. (P.C. 647 (g))
- Have two or more persons assemble illegally who refuse to disperse upon lawful command. (P.C. 407, P.C. 409)

**Gambling:**

Gambling or pitching coins are not allowed on campus. Games such as Dice, cards, dominos etc. will be confiscated. Student could be suspended for 1-3 days.

**Explosives:**

It is unlawful to:

- Sell, use, possess, or discharge any dangerous or explosive material (H.S.12353)
- Sell or use explosive fireworks except for licensed public display. (H.S. 12750)

**Exclusion:**

Children with filthy or vicious habits; children suffering from contagious or infectious diseases; or children who have mental or physical disabilities if inimical to the welfare of others, may be excluded from school (Ed.Code 48211)

**Narcotics:**

The governing board of any school district may suspend or expel a pupil whenever it is established to the satisfaction of the board that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics (Ed. Code 48915 (e) (3))

**Alcoholic**

**Beverages:**

It is unlawful for and person under the age of 21 years to purchase, to consume alcoholic beverages, or to be intoxicated in a public place (Penal Code 647 (f)). This also includes and "energy drinks" with an alcoholic content.

**Violating**

**computer**

**policy**

- Parent contact and student has password revoked for two (2) weeks
- Subsequent referral: 1-3 day suspension and student has password revoked for semester.

**Cheating:**

- Student receives an F for the assignment, teacher notification to parent
- Subsequent offense: Possible 2 day suspension, removal from class and failure of the class for the semester, parent contacted, administrative review, possible removal in any extra curricular activity.

**Forgery:**

- 1st offense: in house suspension and parent contacted
- 2nd offense: 2 days suspension, parent conference and SARB contract
- 3rd offense: 5 days suspension and possible referral to El Tejon Continuation

**Bullying**

**and**

**Cyber-Bullying:**

Ed. Code 48900 ( r ) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim's permission). 2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

**School**

**Bus**

**Conduct:**

Bus drivers are responsible for the orderly conduct of students on the school bus. Disorderly conduct by a pupil on a school bus is sufficient reason to deny transportation on a school bus by the administration. See bus referral for possible disciplinary action (see copy in appendix).

- First referral: Warning, parent contact and maybe assigned detention
- Second referral: 1 day bus suspension and parent contacted
- Third referral: 3 days bus suspension, and Saturday School assigned
- Fourth referral: 5 days bus suspension, in-house suspension, parent conference and behavior contract written
- Fifth referral: 2-3 days school suspension, bus suspension for remainder of semester

CALIFORNIA EDUCATION CODE: Suspension and Expulsion

EC §48900 - Grounds for suspension or expulsion; jurisdiction; legislative intent (Amended by Assembly Bill 86 effective January 1, 2009) A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive: (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (e) Committed or attempted to commit robbery or extortion. (f) Caused or attempted to cause damage to school property or private property. (g) Stolen or attempted to steal school property or private property. (h) possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (i) Committed an obscene act or engaged in habitual profanity or vulgarity. (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (l) Knowingly received stolen school property or private property. (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events. (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district, or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity. (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases. (v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section. (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise

absent from school activities.

48900.1. - Pupil suspended by teacher for 48900(i) or (k) violation; attendance of parent for portion of school day; local policy and procedures (a) The governing board of each school district may adopt a policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for reasons specified in subdivision (i) or (k) of Section 48900, to attend a portion of a school day in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended. (b) The policy shall be adopted pursuant to the procedures set forth in Sections 35291 and 35291.5. Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to this section uniformly to all pupils within the classroom. The adopted policy shall include the procedures that the district will follow to accomplish the following: (1) Ensure that parents or guardians who attend school for the purposes of this section meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the school site. (2) Contact parents or guardians who do not respond to the request to attend school pursuant to this section. (c) If a teacher imposes the procedure pursuant to subdivision (a), the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to law. This section shall apply only to a parent or guardian who is actually living with the pupil. (d) A parent or guardian who has received a written notice pursuant to subdivision (c) shall attend class as specified in the written notice. The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board adopted pursuant to subdivision (a). 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of Grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.5. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 4 900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

48900.6. As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. 48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under

the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

State Law and Suspension

Recent legislation was enacted to prevent students from losing learning opportunities for disciplinary reasons.

Ending Suspensions for Willful Defiance in Grades Kindergarten Through Eight: In 2013, the Legislature approved Assembly Bill 420, which prohibited suspensions on willful defiance or disruption grounds for students in grades kindergarten through three. According to data collected by the California Department of Education (CDE), suspensions for willful defiance significantly decreased upon passage of this measure. In 2019, the Legislature extended this prohibition to students in grades four through eight through Senate Bill 419 ([https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200SB419](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB419)). Research indicates that students of color; students with disabilities; and lesbian, gay, bisexual, transgender, queer, intersex, and asexual students are more likely to be suspended for low-level subjective offenses such as willful defiance. We support the goals of this legislation and have included the resources below to support implementation of school-wide and district-/county-wide policies to better support students facing social-emotional and academic struggles. Homework for Students Suspended for Two or More Days: Assembly Bill 982 ([https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB982](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB982)), also enacted in 2019, requires local educational agencies (LEAs), including charters, to provide homework assignments to students upon the request of the parent, guardian, or student during a suspension of two or more school days. In recent years there have been other statutory provisions designed to limit the use of suspensions and promote alternatives to suspension. These provisions aim to address the root causes of the student's behavior and to improve academic outcomes:

Minimize Suspension for Attendance Issues: California Education Code (EC) Section 48900(w)(1) states that it is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Instead of Suspension, Support: EC Section 48900(v) provides that a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age-appropriate and designed to address and correct the pupil's specific misbehavior as specified in EC Section 48900.5.

EC Section 48900(w)(2) adds that the MTSS, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Suspension as a Last Resort: And finally, EC Section 48900.5 provides that, except for specified exceptions, suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct, and then continues to provide an extensive list of suggested positive, non-exclusionary alternative practices. Other means of correction may include additional academic supports, to ensure, for example, that instruction is academically appropriate, culturally relevant, and engaging for students at different academic levels and with diverse backgrounds.

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

Notification to Teachers about Students and Criminal History

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.

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. 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) No school district, or school district officer or employee, shall be 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 that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

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.

#### District Responsibility to Inform Teachers of Criminal History

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- a) Causing, attempting, or threatening physical injury to another;
- b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
- c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- d) Committing or attempting to commit robbery or extortion;
- e) Damaging or attempting to damage school property;
- f) Stealing or attempting to steal school or private property;
- g) Committing an obscene act or engaging in habitual profanity or vulgarity;
- h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
- i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
- j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to \$1,000 fine or both.

Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisory or disciplinary responsibility over the minor who needs the information in order to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welf. & Inst. Code 827 (b).

Each notice received from the court shall be kept in a confidential file at the student's school, transferred to any subsequent school, and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18. The record shall then be destroyed. Welf & Inst. Code 827(b).

Further, even short of conviction, when a petition is filed in juvenile court or a complaint is filed in any court alleging that a minor is using, selling or possessing drugs, the district attorney may provide written notice to the superintendent of the school district of attendance. Ed. Code 48909.

The superintendent or designee of the district where the minor is enrolled may inspect the minor's juvenile court file and all documents contained therein. Welf. & Inst. Code 827(b).

A law enforcement agency may also release information to a school district relating to the taking into custody or conviction of a minor from crime(s) against the property, students or personnel of that district. Welf. & Inst. Code 828.3.

Additionally, the name of a minor 14 years of age or older, who has been found to be a ward of the court, may be disclosed to the public if the minor has committed a specified "serious" or "violent" felony. Welf. & Inst. Code 204.5.

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

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

#### **BULLYING PREVENTION**

El-Tejon Unified recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Student safety is a high priority and bullying of any student is not tolerated.

#### **HOW DO I FILE A COMPLAINT OF SEX DISCRIMINATION?**

A student, parent, guardian, employee, individual or organization may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic under the District's Uniform Complaint Procedure by sending a complaint to the site Principal and/or district Superintendent.

#### **HOW WILL A COMPLAINT BE INVESTIGATED?**

Complaints filed under the District's Uniform Complaint Procedure will be investigated and a decision made within sixty calendar days of the District's receipt, unless the complainant agrees to an extension. The District's compliance officer or designee may interview alleged victims, alleged offenders, and relevant witnesses. The compliance office may review available records, statements, or notes related to the complaint, including evidence or information received from the parties during the investigation. The compliance officer may visit reasonably accessible locations where discrimination is alleged to have occurred. As appropriate, the District's compliance officer periodically will inform the parties of the status of the investigation. The complainant will be notified when a decision is made.

Complaints that are not filed under the District's Uniform Complaint Procedures will be investigated and decided pursuant to the applicable procedure.

#### **WHAT HAPPENS WHEN THE INVESTIGATION IS COMPLETE?**

For complaints filed under the Uniform Complaint Procedures, the compliance officer will prepare and send a final written decision to the complainant and respondent, if any, within sixty calendar days of the District's receipt of the complaint (unless this deadline is extended by mutual agreement).

If the complainant or respondent is not satisfied with the decision, either the complainant or respondent may, within five business days, file the complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

The complainant or respondent may appeal the District's decision within fifteen calendar days to the California Department of Education. The appeal must specify the reason for the appeal and whether the District's facts are incorrect and/or the law is misapplied. The appeal must include a copy of the original complaint to the District and a copy of the District's decision. For more information, visit the California Department of Education's webpage on Uniform Complaint Procedures.

For complaints alleging unlawful discrimination based on state law, the complainant may pursue available civil law remedies, including seeking assistance from mediation centers, or public/private interest attorneys, sixty calendar days after filing an appeal with the California Department of Education. (California Education Code § 262.3). Note that this sixty day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (California Education Code §262.3).

Complaints may also be filed with the United States Department of Education, Office for Civil Rights, within 180 days of the alleged discrimination. For contact information, see the section above on "How do I file a complaint of sex discrimination?" for more information.

If the compliance officer finds that a complaint has merit, the District will take appropriate corrective action.



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

The El Tejon Unified School District Mission Statement strongly supports the philosophy that our students will be provided with a quality education in a safe, secure environment. The enforcement of the dress code is the responsibility of all ETUSD employees and ETUSD parents/guardians.

The Board and administration reserve the right to declare any mode of dress that in their estimation inhibits the educational process or threatens the safety and protection of all students, as unacceptable. If students are dressed in an unacceptable manner, parents will be notified and corrective measures must be taken before the student will be allowed to return to class.

Excessively large trousers, pants, and overalls may not be worn. All trousers and pants must be worn at the waist. Belt ends may not hang down. Sagging pants are unacceptable.

Excessively oversized shirts, including oversized tee shirts, worn outside pants are not allowed. Overalls must be worn with straps on the shoulders, not hanging loose.

Hats, caps and attached hoods shall not be worn indoors; site-approved hats, caps and other headgear may be worn for sun protective needs or warmth. Special individual needs regarding headgear should be discussed with the school principal.

Clothing that is excessively revealing is unacceptable. "Excessively Revealing" includes:

clothing that is extremely tight fitting

backless halter tops or dresses; tube tops; tank-top shirts or muscle shirts cut low at armpits or neckline, shirt straps must be 2 finger width

clothing that shows bare midriffs

shorts, the length of which is no shorter than the students fingertips

clothing that is transparent or revealing

underwear being worn as an outer garment

Suggestive clothing or objects may not be worn which are obscene, or depict illegal activity. This includes buttons, armbands, shirts, insignias, including gang affiliation, etc. Clothing with crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages or clothing that is sexually suggestive or disruptive is not acceptable.

No bare feet or unsafe or disruptive footwear shall be worn.

Cosmetics to the face and hair that distract from the educational process such as spray-painted hair, extreme painting of the face, glitter in the hair, etc. is unacceptable except on appropriate days declared by administration.

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

The main office will immediately proceed to the front office 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, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

**Arrival to School**

Students arrive on campus, via bus, entering through one of two open gates. Playground supervision is provided for a short duration prior to the school start time, and during breakfast in the school cafeteria. Staff monitor students during arrival time. Parents are not to enter the playground with their children. Students who arrive after the morning arrival bell enter through the school office to be signed in by a parent/guardian.

**Dismissal from School**

Students are released to those designated by parents utilizing the emergency contact information in AEIRES student information system or by means of communication with the teacher. No formal supervision is provided after school, on weekends or holidays if students are not a member of the Boys and Girls Club or after school programs. Parents who would like to pick up their children prior to the school dismissal time must contact the school office and sign out the student. Identification of the parent will be required and the parent will be required to sign the sign-out log. Parents must keep emergency contact information up-to-date in the Parent Portal.

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

**Component:**

Positive School Environment

**Element:**

Positive behavior supports will be utilized at multiple tiers to enforce positive behaviors

**Opportunity for Improvement:**

Student expectations are reinforced and positive behaviors awarded and acknowledged on a daily basis.

Objectives	Action Steps	Resources	Lead Person	Evaluation
A school-wide behavior matrix implemented	School staff and students are aware of and able to identify expectations. Students are exposed to scenarios in which they are able to grapple with incidents with the Matrix to guide behavior.	School Wide Behavior Matrix, Next Level Curriculum (SEL), restorative circles, Perseverance Education professional development , Safe School Ambassador Meetings	Corey Hansen, Principal	observation of SEL lessons, Safe School Ambassador meeting feedback, and restorative circles interview.
Integrate character education	Integrate character education efforts to develop and maintain a safe school climate into daily lessons and activities.	Next Level curriculum, restorative practices, Perseverance Education, and Social Emotional Learning through Second Steps	Principal, teachers, professional development presenter, Dr. David Sandles	tracking of student behavior referrals, analysis of student feedback, and daily lesson plans
Parent and student anti-bullying education	Implement and train students, teachers, support staff, and community members in Safe School Ambassador anti bullying student empowerment program to develop and maintain a positive and safe school climate.	Safe School Ambassadors program	Rory Jansen (7/8), Jenny Page (5//6)	tracking of student behavior referrals, analysis of student feedback, participation levels by students
Ongoing analysis of student behavior and anti-bullying processes	Teachers will meet twice monthly with their student Ambassador Families to address campus issues, use restorative practices, and reinforce positive behaviors and maintain a safe climate.	Safe School Ambassadors Family Units	Rory Jansen (7/8), Jenny Page (5//6)	tracking of student behavior referrals, analysis of student feedback, and daily lesson plans
Train teachers, support staff, and students in PBIS Reward	Provide training on and monitor the use of reward assigned for positive behavior through PBIS rewards program	PBIS rewards program, Robo-Call System logs	Corey Hansen, Debbie Ford	Robo-Call system logs and PBIS reward logs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide expanded learning opportunities to develop the whole child and enforce behavior supports in multiple environments.	Field trips for students to expand their learning opportunities and develop the whole child (FFA, See Ag, El Camino Pines, Camp AREV, History Day, Math Field Day, Camp Keep, Battle of the Books, The Cube, University Tours, Leadership Conferences, Getty Museum, and various Saturday School sessions to expand their learning opportunities and increase attendance.	FFA, See Ag, El Camino Pines, Camp AREV, History Day, Math Field Day, Camp Keep, Battle of the Books, The Cube, University Tours, Leadership Conferences, Getty Museum, Visual and performing Arts performances, Integrated curriculum assemblies, Washington DC historical presentations, Job Embedded Learning)	Principal, Site Leadership team	Students participation Student Feedback forms, Behavior implementation teacher surveys, suspension rates and behavior incident monitoring

**Component:**

Disaster Preparedness

**Element:**

Preparing staff and students for emergencies

**Opportunity for Improvement:**

Monthly drills and staff feedback

Objectives	Action Steps	Resources	Lead Person	Evaluation
Monthly disaster drills	participate in monthly disaster drills	Safety plan and timed responses	Principal, secretary	Drills completed in a timely manner and with accuracy
Inventory of disaster plan supplies	review the current inventory and restock items as needed	disaster relief inventory	Principal, leadership team, and secretary	updated inventory
Classroom emergency supply inventory	review the current inventory and restock items as needed	classroom emergency backpacks inventoried and stocked	Teachers, secretary	updated emergency backpacks
Staff feedback on disaster plan responsibilities and roles	Review roles and responsibilities as outlined in the disaster plan, identify locations, materials and needs.	Safety plan and resource inventory	Principal, secretary, emergency plan members	feedback concerns addressed

**Component:**

Safe Physical Environment

**Element:**

Safe

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

**El Tejon School Student Conduct Code**

**Conduct Code Procedures**

General Rules Governing Student Conduct

Cooperation is essential to maintaining an orderly campus and certain standards of behavior are expected from all students. As a student at El Tejon School you are expected to be aware of and accept your individual responsibilities and behavior.

Be responsible:

- \* follow adult directions

- \* keep hands and feet to yourself

- \*Be courteous and kind to others

Be respectful:

- \* listen to adults

- \* use good manners

- \* use appropriate language

- \*be to school & class on time

Be Safe:

- \* always tell the truth

- \* own your behavior

- \* think before making choices

(Art. Sec. 62; Title V CA Admin. Code)

Students must comply with school regulations, pursue the required courses of study, and submit to the authority of teachers (Ed. Code 48908). Students do not have the right to interfere with the learning process of others. Therefore students must follow teacher imposed and school class rules. You are responsible for your actions and the consequences for those actions. The Principal is responsible for administering student discipline. You can contact the Principal at (661) 248-6680 or e-mail at [chansen@el-tejon.k12.ca.us](mailto:chansen@el-tejon.k12.ca.us)

Office Referrals:

Referrals are issued by the teacher or school staff for classroom or school infractions and are referred to the assistant principal for disciplinary action. When a student receives a referral from a teacher, the teacher will contact the parent. Referrals determine part of the student's citizenship grade. Parents will be contacted by phone or e-mail. A possible parent conference could be held prior to returning student to class. Any referral that violates Education Code 48900, the students will be subject to suspension.

Lunch Detention, After School Detention (Ed. Code 44807.5, C.C.R. Title 5, Sec. 353, AR5144 (b))

Lunch Detention is only assigned to students via the principal. It is held in room 21 or in the office, and is proceeded by restorative conversations.

The following is a summary of the suspension policy:

A student may be suspended from school for no more than five (5) consecutive school days. The total number of days a student may be suspended from school shall not exceed twenty (20) days in any school year, with the exception of the following situations:

The student is transferred to another regular school or continuation school in which case a maximum of thirty (30) days of suspension is allowed, or

The principal grants an extension of the suspension pending an expulsion hearing by the district expulsion panel or other disciplinary action.

Campus violations and procedures for Disciplinary Action pertaining to Suspension from school are as follows:

#### District Tobacco Use Policies

The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. A comprehensive prevention education program, consistent enforcement of laws prohibiting tobacco possession and use by students currently exists. The District is currently developing plans for intervention and cessation activities.

The District has set the following policies in regards to prohibiting tobacco use:

Students and Parents shall not smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school-sponsored activities or while under supervision and control of district employees. (Ed Code 48900, Health and Safety Code)

Students and Parents shall not use smokeless tobacco, chew or other related products that contain nicotine while on campus or at school sponsored activities, or dispose related waste in district-owned or leased buildings, and on district property. (Health and Safety Codes 104420 and 104495)

If a student is caught in possession of tobacco or smokeless tobacco, or chew, or any products that contain nicotine could result in the following actions by the school administration:

3-day suspension and confiscation of any tobacco related paraphernalia, parent contact and possible citation by law enforcement.

Subsequent offenses: 5-day suspension, recommendation of enrollment in secession program and citation by law enforcement.

Ed. Code 48900 a (1). Cause, attempted to cause or threaten to cause physical injury to another person.

3-5 day suspension for all students. Conflict mediation upon return to school.

Subsequent offence: 5 day suspension and possible expulsion or recommendation to Alternative Education program

Ed. Code 48900a (2) willfully used force or violence upon the person of another except in self-defense.

5-day suspension for the aggressor student and recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900b possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900c unlawfully possessed, used, sold, or furnished, under the influence of any controlled substance or intoxicant

5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900d unlawfully offered, arranged, or negotiated to sell any controlled substance

5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900e committed or attempted to commit robbery or extortion

5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900f caused or attempted to cause damage to school property or private property.

2 day suspension and property or due value must be replaced or repaired. Parent and law enforcement contacted depending upon cost.

Subsequent offense: 5 day suspension and property or due value must be replaced or repaired. Parent and local law enforcement contacted.

Ed. Code 48900g stolen or attempted to steal school property or private property.

2-day suspension and return of property. Contact parent and local law enforcement depending upon cost of the item.

Subsequent offence: 5-day suspension with recommendation for expulsion, return of property, contact parent and local law enforcement.

Ed. Code 48900h possession of tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel.

3 day suspension and confiscation of any tobacco related paraphernalia

Subsequent offence: 5 day suspension

Ed. Code 48900i committed an obscene act or habitual profanity or vulgarity

First offence: 1-3 day suspension depending upon severity

Subsequent acts: 3-5 day suspension.

Ed. Code 48900j unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code

5-day suspension. Parent and local law enforcement contacted.

Subsequent acts: 5 day suspension, contact law enforcement and recommended for expulsion

Ed. Code 48900k Disrupting school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

1-3 day school suspension

Subsequent acts: 3-5 days suspension

Ed. Code 48900i knowingly received stolen property or private property

5-day suspension, parent contacted, possible law enforcement notification and the property must be returned.

Subsequent offense: 5-day suspension, parent notification, possible law enforcement contacted and recommendation for expulsion.

Ed. Code 48900m possession of imitation firearm:

5 day suspension, parent and law enforcement contacted, recommendation for expulsion

Ed. Code 48900n committed or attempted to commit sexual assault or committed sexual battery

5 day suspension, contact parent and law enforcement and recommend for expulsion

Ed. Code 48900o harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil in being a witness or retaliating against a pupil for being a witness

3 day suspension

Subsequent offence: 5 day suspension, parent called and recommend for expulsion

Ed. Code 48900p made a terrorist threat against school officials or school property, or both (Ed. Code 48900.7)

5-day suspension, parent notification and contact local law enforcement and recommendation for expulsion.

Ed. Code 48900.2 student has committed sexual harassment. There are two (2) types of sexual harassment:

Quid Pro Quo: sexual harassment consists of unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature.

Hostile Environment: consists of unwelcome visual, verbal, or physical conduct that is directed at an employee or student because of that individual's gender and has a negative impact on the individual's work or academic performance or creates an intimidating, hostile, or offensive work or educational environment.

5 day suspension, parent and local law enforcement contacted

Ed. Code 48900.4 intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect to materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

First offence: 2-day suspension, mediation, parent conference

Subsequent offences: 4-day suspension, parent conference and possible placement to Alternative Education.

#### Campus Violence:

Students have the right to attend El Tejon School without being intimidated, threatened, fear of hazing or physical harm. Speak and treat your peers, teachers, administrators, school staff and guests with courtesy and respect. Respect students "space" and refrain from vulgar or obscene language. This behavior will not be tolerated. Students who engage and are found guilty of such involvement will face disciplinary action.

#### Loitering:

It is unlawful to:

Loiter about any school or public place where school children normally attend or congregate. (P.C. 653 (g))

Loiter, prowl, or wander about private property or another in the nighttime. (P.C. 647 (g))

Have two or more persons assemble illegally who refuse to disperse upon lawful command. (P.C. 407, P.C. 409)

#### Gambling:

Gambling or pitching coins are not allowed on campus. Games such as

Dice, cards, dominos etc. will be confiscated. Student could be suspended for 1-3 days.

#### Explosives:

It is unlawful to:

Sell, use, possess, or discharge any dangerous or explosive material

(H.S.12353)

Sell or use explosive fireworks except for licensed public display. (H.S. 12750)

#### Exclusion:

Children with filthy or vicious habits; children suffering from contagious or infectious diseases; or children who have mental or physical disabilities if inimical to the welfare of others, may be excluded from school (Ed.Code 48211)

#### Narcotics:

The governing board of any school district may suspend or expel a pupil whenever it is established to the satisfaction of the board that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics

(Ed. Code 48915 (e) (3))

#### Alcoholic Beverages:

It is unlawful for and person under the age of 21 years to purchase, to consume alcoholic beverages, or to be intoxicated in a public place (Penal Code 647 (f)).

This also includes and "energy drinks" with an alcoholic content.

#### Violating computer policy

Parent contact and student has password revoked for two (2) weeks

Subsequent referral: 1-3 day suspension and student has password revoked for semester.

#### Cheating:

Student receives an F for the assignment, teacher notification to parent

Subsequent offense: Possible 2 day suspension, removal from class and failure of the class for the semester, parent contacted, administrative review, possible removal in any extra curricular activity.

#### Forgery:

1st offense: in house suspension and parent contacted

2nd offense: 2 days suspension, parent conference and SARB contract

3rd offense: 5 days suspension and possible referral to El Tejon Continuation High School



#### Bullying and Cyber-Bullying:

Ed. Code 48900 ( r ) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim's permission).

2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

#### School Bus Conduct:

Bus drivers are responsible for the orderly conduct of students on the school bus. Disorderly conduct by a pupil on a school bus is sufficient reason to deny transportation on a school bus by the administration. See bus referral for possible disciplinary action (see copy in appendix).

First referral: Warning, parent contact and maybe assigned detention

Second referral: 1 day bus suspension and parent contacted

Third referral: 3 days bus suspension, and Saturday School assigned

Fourth referral: 5 days bus suspension, in-house suspension, parent conference and behavior contract written

Fifth referral: 2-3 days school suspension, bus suspension for remainder of semester

#### Common Areas and Off Limit areas of the campus:

To protect property, student's safety and maintain supervision, to keep eating areas clean and make everyone's break and lunch pleasant, we ask for your cooperation with the following rules:

Cooperate with cafeteria staff and follow the directions by teachers, aides, and administrators.

Don't cut in the lunch line.

Use appropriate language.

#### Responsibility for School Property:

California law authorizes any district to withhold the grades, diploma and transcripts of any pupil who, upon authorized demand, and after affording the pupil due process rights, willfully fails to return loaned school property, or who willfully damages or defaces real or personal property, unless or until the pupil or pupil parents or guardian has paid for the property. The school district may provide a program of voluntary work for the minor in lieu of the payment of monetary damages. (Ed. Code 48904)

Any student who fails to return loaned school property such as a textbook, library book or equipment furnished by the school shall not be issued a report card or additional property or until the loaned property is returned to school. The same applies to transfers of student records or cum files.

Any person who willfully detains any book, newspaper, magazine, pamphlet, manuscript, or other property belonging to any public or incorporated library, reading room, museum or other educational institution for 30 days after notice in writing to return the article or property, given after the expiration time for which by the rules of the institution the article or property may be kept, is guilty of a misdemeanor. The parents or guardian of a minor who willfully and maliciously commits any act within the scope of this section will be liable for all damages caused by the minor. (Ed. Code 19911)

#### Searches:

The Supreme Court has ruled that school authorities do not need a warrant or probable cause to believe a crime has occurred before conducting searches of students, their belongings, and/or their school lockers, which are District Property. Ordinarily, a search is justified when there is reasonable suspicion that will uncover evidence that a student broke the law or school rules.

#### Cooperation with law enforcement:

El Tejon School is required to cooperate with law enforcement officials. When a law enforcement officer asks to meet with a student on campus, school administrators will make every effort to sit in on the interview. Students should be aware that they have the right to request that their parent be present any time they are being interviewed by law enforcement officer.

#### Care for buildings and grounds:

We feel it is a matter of school pride that every student makes a commitment to do everything possible in maintaining care of the campus. The appearance of our school expresses a positive message to everyone.

**Theft, vandalism and Damage Reporting:**

All incidents involving theft, damage and vandalism or any other unusual circumstances are to be reported to the assistant principal. In case of theft or breaking in, a written report is to be made listing all missing or damaged items.

**Marker Pens, Aerosol Cans, Pepper Spray, Laser Pens:**

Are not allowed to be in pupils possession and will be confiscated and are subject to disciplinary action.

**Assemblies:**

Be respectful of the students or speakers presenting or participating in the program. It is our expectation that you respect the rights of others and our belief is that you are due that level of courtesy in return.

**The following areas are off limits to students:**

Parking lot areas, agriculture area,, basket ball, tennis courts and athletic fields, stage and all classrooms unless accompanied by a teacher.

Remember: No food or drinks (except water) are allowed in classrooms and to clean up after yourselves when you are done eating.

**Student Dress Code**

The district adopted school dress code can be found at the back of this student handbook. Students who do not have appropriate clothing may either call home or be given loaner clothing.

**Attendance Policy:**

**Excused Absences:**

Excused absences include illness, quarantine, medical, dental or optometric services, and funeral services for immediate family. (C.C.R. Title 5 Sec. 420)

Parents must call the office within 3 days to clear the absence.

**Unexcused Absences:**

Unexcused absences include sleeping in, missing the bus or a ride to school, providing care for others in the family, vacations, visiting relatives, etc. If an absence is not verified within three (3) days, it shall be recorded as unexcused.

A student may receive a failing grade because of excessive absences (5) five or more unexcused, school records shall specify that the grade was given because of excessive absences. AR 5113

**Reporting an absence to the Attendance Office:**

Parent/guardians are required to notify the Attendance Office when their student is absent for any reason. All absences must be verified in three (3) days of returning to school. After three (3) days, the absence is considered a truant.

Parents may leave a message with the Attendance Clerk, Laura McKee at 661-248-6680, or by written notification.

You can also use e-mail: [lmckee@el-tejon.k12.ca.us](mailto:lmckee@el-tejon.k12.ca.us)

**Please include the following information when reporting an absence:**

Student full name

Date or dates of absence or times if not all day, what periods

Reason for absence

Signature of parent/guardian

If your absence exceeds two (2) days, your parent/guardian should contact the Attendance Clerk. Homework requests require 24-hour preparation time. The materials will generally be ready after 3:30 p.m. on the following day. If necessary, arrange to deliver your completed, properly identified homework (including the teacher's name and period) to the office/teacher. Additional assignments as the absence continues may also be requested. You will be able to find teacher e-mail addresses on the school website navigated through: [www.el-tejon.k12.ca.us](http://www.el-tejon.k12.ca.us)

#### Re-Admit Slips:

Students must obtain a re-admit before re-entering class for any reason. Failure to obtain a re-admit slip will result in the student being sent to the Attendance Clerk to obtain one and be issued a tardy to class.

#### Make-up work:

It is the students' responsibility to get any make-up work from their teachers during any absence. Students can find teacher assignments on the school web site navigated through: [www.el-tejon.k12.ca.us](http://www.el-tejon.k12.ca.us)

For excused absences, the length of time to complete the missed work would be appropriate with the length of the absence. i.e. two days absent would have two days to complete make-up work.

For unexcused absences, work that was due on the day absent must be turned in on the day the student returns. Assigned work that was originally given on the day the student was absent must be turned in the day after the student returns. Any test given on the absent day must be given on the day the student returns.

If an absence is due to a cut, no make-up work is given, including a test. The student will receive an "F" for a grade on the test that was missed.

Students who have been suspended may be required to complete any assignment and tests during the suspension. Students can find teacher assignments on the school web site navigated through:

[www.el-tejon.k12.ca.us](http://www.el-tejon.k12.ca.us)

#### Absence requiring early dismissal:

When a student needs to leave campus before the school day is over, they must sign out in the Administration Office. A parent/guardian must come to the office to sign their child out. Notes are accepted only if the parent signature is on file on the registration card. Students will not be released to anyone other than a parent or guardian. Emergency contacts are used to pick up students only when parents cannot be reached or in case of emergency.

Students are not allowed to leave class to make arrangements to leave campus. A note after the student has left campus will not excuse them; they must have prior approval since we have a closed campus and students are not allowed to walk off the campus without an off campus pass. Leaving campus without properly signing out is considered truancy and the student will face disciplinary action.

#### Off Campus Passes

A student may have an off-campus pass due to attendance at alternative education programs, work experience, or due to a shortened class schedule agreed upon by parents and school administration.

If the student is issued an off-campus pass, he/she will be responsible for carrying the off campus pass in their possession.

at they are no longer reporting to their parents before they may sign themselves out of school. (See appendix)

#### Truant/unexcused absence from class:

A student is considered truant without a valid excuse if he/she is:

Is absent for more than 3 full days in one school year

Or absent for more than a 30 minute period during a school day

Any combination thereof.

On the third unexcused absence the student is regarded as truant and parents are notified.

On the 4th unexcused absence the student is regarded as a truant repeat and a second letter will be sent home. The parents will be notified to attend a conference with the Assistant Principal.

On the 5th unexcused absence the student is regarded as habitual truant and a third letter will be sent home.

On the 6th unexcused absence, parents will be notified to attend a Student Attendance Review Board hearing to discuss the pupils attendance and the student will not receive credit for classes for the semester.

#### Grades and Truancy: AR 5121 c

Upon the fourth (4) unexcused absences, the parents and pupil will be notified by the teachers that the student is in danger of failing the course for the semester due to poor attendance. Upon the 6th unexcused absence, the student will receive a grade of F and no credit will be given for that class for the semester. If a student receives a failing grade because of excessive absences five (5) or more unexcused, A student receiving a failing grade due to excessive unexcused absences may appeal to the site Attendance Review Board. (Ed. Code 49067)

#### Unauthorized Departure

Students who fail to report to class will serve an automatic Saturday School. For repeat violations, the student may be suspended and their grades and credits affected. Students who aid others by driving off campus will be held accountable and will face disciplinary action. See student driver section.

**Tardy Policy:**

Students are expected to be punctual to class.

**School Clubs, Organizations and Athletics**

Our goal is that all students will excel in the classroom and be involved in at least one activity. Educational research shows that students that are involved in some type of school activity achieve a higher level academically than those students not involved in co-curricular activities. There are many different avenues available for you to become involved in the "Falcon Family."

The Board of Education realizes the importance of including inter-scholastic athletics and ASB clubs and organizations in maintaining a reasonable standard for academic achievement, satisfactory attendance and citizenship for students in the El Tejon Unified School District. It is therefore reasonable to expect students to maintain the Board's adopted academic standard in order to participate in extra and co-curricular activities.

**Conditions for Participation in Extra and Co-Curricular Activities:**

A student will be eligible to participate in extra and co-curricular activities only if the following conditions have been met:

The student has achieved a grade point average of 2.00 and earned passing grades in a minimum of four (4) classes and no more than one (1) Failing grade and no more than two (2) unsatisfactory citizenship marks at the end of the 1st quarter in October, 2nd quarter in December, 3rd quarter in March and 4th quarter in June grading periods. The end of the 4th quarter grades is in effect until the 1st quarter grades in October of the following year.

To ensure that the student is achieving his/her academic goals, attending classes for as much of the school day prior to leaving for an extra-curricular event is critical to the student's success. Release times for students involved in extra-curricular activities will be in the morning announcements at the beginning of each day.

**Athletics**

The conditions for participation provided above, apply to all athletes.

**Sports Offered:**

El Tejon School encourages any student to tryout regardless of their ability or talent. Students are encouraged to talk to the coaches of the sport, PE teachers, Athletic or Activities Director at anytime during the year if they are at all interested in participating in athletics. Students participating in sports programs must ride the bus to and from all athletic activities, unless alternative plans are pre-approved by an administrator. A student must attend school on the day of a game or practice if he/she wishes to participate. The minimum number of classes the student must attend is four. If an emergency arises, you must contact the Principal prior to the day of absence in order to participate in the game or practice.

**FALL**

Football

Girls Volleyball

**WINTER**

Boys and Girls Basketball

**SPRING**

Girls and Boys Softball

The following guidelines are adopted in the interest of maintaining an outstanding athletic and extra-curricular program:

**Code of Conduct**

Eligibility Responsibilities

Participation in El Tejon School athletic and activities programs are a privilege. With this privilege come certain responsibilities since these students represent El Tejon School in the classroom, in the hallways, in the athletic arena, and in the community. The Athletic/Activities Code of Conduct is in effect 365 days of the year, 24 hours a day, and 7 days per week. El Tejon School believes interscholastic athletics and extra-curricular and co-curricular activities are an integral part of a student's total educational experience. The success of our programs is based on our students' abilities to balance their participation with their academic requirements. Academic achievement comes first. In athletics, our goal is to provide a safe, structured environment where student athletes can develop responsibility, work ethic, trust and loyalty, self-esteem and self-discipline. This document serves to inform students and parents about the guidelines, policies, and regulations of the CIF (California Interscholastic Federation) and the El Tejon School Extra-Curricular and Co-Curricular Activities Program.

In order to participate in Extra-Curricular and Co-Curricular Activities, students must maintain a minimum 2.00 GPA with no F (in all enrolled classes on a 4.00 scale). Students also may not have more than two unsatisfactory marks in citizenship on their report card.

Student eligibility is based on official grades posted each quarter. Eligibility status will be declared within 5 school days following the end of each quarter. Make-up work after the grading period ends will not change "eligibility status" unless there is teacher approval. A probationary status can be given once every two years allowing a minimum of 1.85 GPA with no F and no more than two unsatisfactory marks in citizenship.

If a player chooses to quit or is removed from a team for disciplinary reasons after the first game of the season, that player will not be allowed to participate for the first two contests of another sport. Players cannot quit one team to join another team during the same season. For example, if a player quits the basketball team after the first official game, that player may not join the soccer team. He or she may play a spring sport but will have to sit out of the first two contests. Students may not practice with another team until the previous season has concluded.

Violations of any school rule/policy that occurs on campus or at any school sponsored activity will be subject to the School Disciplinary Policy (see Student Handbook). The use or possession of illegal drugs, alcohol, tobacco, weapons or participations in fighting, violation of the law, breach of school regulations, defiance of school authority, or breaking of rules established by a coach or advisor, will result in appropriate disciplinary actions as determined by the Code Of Conduct Board of El Tejon School. Suspension or non-privilege will make a student ineligible to compete. The Principal or designee may suspend a student from participation in extra-curricular and co-curricular activities based on a violation of the Code of Conduct. Additional disciplinary action or conditions of reinstatement will be determined by a hearing panel (Code of Conduct Board) appointed by the principal consisting of an administrator, coach or advisor, athletic director, activities director, and counselor.

As representatives of El Tejon School, students shall dress appropriately and display proper citizenship and sportsmanship. Students agree to abide by any other rule(s) or requirements, written or verbal, as established by the coach or advisor.

Students will not be dropped from athletics or extra-curricular activities for disciplinary reasons without discussing the action with the school administration that will approve or disprove them.

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

## Addressing Hate Crimes and Conflicts in School and in the Community (<https://www2.ed.gov/offices/OCR/archives/Harassment/address1.html>)

The section provides specific information to help school districts respond to and prevent hate crimes that may occur at school or involve members of the school community. HATE OR BIAS CRIME. For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours.

The following are steps that districts should take to confront and eliminate hate crimes and other incidents of harassment and confrontation that threaten public safety, involve multiple persons as targets or perpetrators, generate community tensions, or disrupt school order and discipline.

Identify the hate crime laws that apply in the school's jurisdiction

Congress has enacted federal laws that provide both criminal and civil remedies to victims of bias-motivated crimes. One of these federal criminal civil rights statutes, 18 U.S.C. § 245, prohibits the intentional interference, by force or threat of force, with certain federally protected activities, including enrollment in public schools, where the interference is motivated by discrimination on the basis of race, color, religion or national origin. This law also protects individuals who are helping others obtain an equal opportunity for a public education.

Federal law also allows more severe penalties when other federal offenses are motivated by bias. Section 280003 of Public Law 103-322, 28 U.S.C. 994, provides for increased penalties for persons convicted of federal crimes when the victims were selected "because of the actual or perceived race, color, religion, national origin, gender, disability, or sexual orientation of any person."

Indicators that criminal acts might be motivated by discrimination:  
Attacks in which the victim and perpetrator are of a different race, religion, national origin, gender, or sexual orientation, especially a pattern of such attacks  
A perception by the victim that the perpetrator was motivated by bias  
Victim's known association with activities relating to his or her race, ethnicity, religion, disability, sex, or sexual orientation (for example, attacks on participants in Black History Month programs)  
Prior or recent news coverage of similar bias incidents  
Hostile acts directed against members of groups whose presence in the area is opposed, or when the group is small in number  
Manner and the means of attack, for example, violent attacks or beatings without another apparent motive  
Use of language and symbols of ethnic hate such as swastikas and burning crosses, racial and ethnic slurs, the color of paint, and the spelling of words  
Ongoing neighborhood or community conflicts or problems that may have initiated or contributed to the act, for example, bias incidents that provoke retaliation  
Possible involvement by an organized hate group, as shown by contemporaneous circulation of printed literature or organized hate activity in the area

Consult the state attorney general and local prosecutor and police department to determine the types of bias incidents recognized as criminal offenses in the state, county and municipality in which the district is located. Also determine the definitions of other criminal offenses that may be applicable to harassing conduct. The definitions should be widely disseminated and may be included in the district's policy. Like bias crimes, sexual offenses should trigger close cooperation with law enforcement agencies. Definitions of these offenses should be made available to appropriate school officials.

Recognize bias-motivated crime and violence  
School administrators should learn to recognize typical indicators of crimes against persons or property that appear to be motivated by bias so that they can alert law enforcement officers to the possible nature of the offense. Screening of all disciplinary incidents to

identify such indicators may be warranted in some schools.

Contact law enforcement personnel, as appropriate

**REFERRALS TO LAW ENFORCEMENT AGENCIES.** School officials should contact law enforcement officials when hate crimes are committed or suspected on school property or in connection with off-site school activities. School officials should also contact law enforcement officials when they become aware of information indicating that any criminal behavior is occurring or is imminent that threatens the life or safety of students or other persons, whether or not the behavior relates to school property or activities.

School officials should also make referrals when less serious incidents occur. Circumstances that should be considered in determining whether a referral is advisable include the nature and seriousness of the conduct and the risk that the conduct poses to the health, safety, or well-being of students, employees, and the public. School officials should remember that prosecutors and police may have information and techniques that may help to identify the perpetrators, to determine the motivation for the incident, and to assess the possibility that violent retaliation or escalation may occur.

Referrals can be made even if information is insufficient for a formal charge. Referrals can also be made when a pattern of incidents at school becomes apparent. Referrals can be made to child protection units, juvenile authorities, police departments, and prosecutors, as appropriate. Schools should determine whether the attorney general of their state, a state or local civil rights agency, or other non-police agencies also accept referrals of bias incidents for investigation and remediation or can provide assistance to school officials or victims.

Preserve evidence for investigation  
Balance the need to preserve the physical evidence of hate crime for investigation with the duty to minimize the exposure of students to harmful messages. Investigation may identify the perpetrator and determine if a hate group may be involved. Cover or conceal graffiti or other evidence of hate crimes while contacting law enforcement authorities to reduce the chance that students will see it. Photographing all instances of hate-motivated or harassing graffiti is a good practice, and, if a criminal violation is involved, the physical evidence should be preserved until the police approve removal.

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

### **4.3 Lock Down**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

#### **Description of Action**

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.

**“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”**

If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.

The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.



Ed. Code 48900 ( r ) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim's permission).

2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

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

Bullying and Cyber-Bullying:

Ed. Code 48900 ( r ) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim's permission).

2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

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

The Comprehensive Safe Schools Plan (CSSP) is written and developed by the school site council (SSC). The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired the SSC/Planning Committee may consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP

The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities.

**Safety Plan Appendices**

## Emergency Contact Numbers

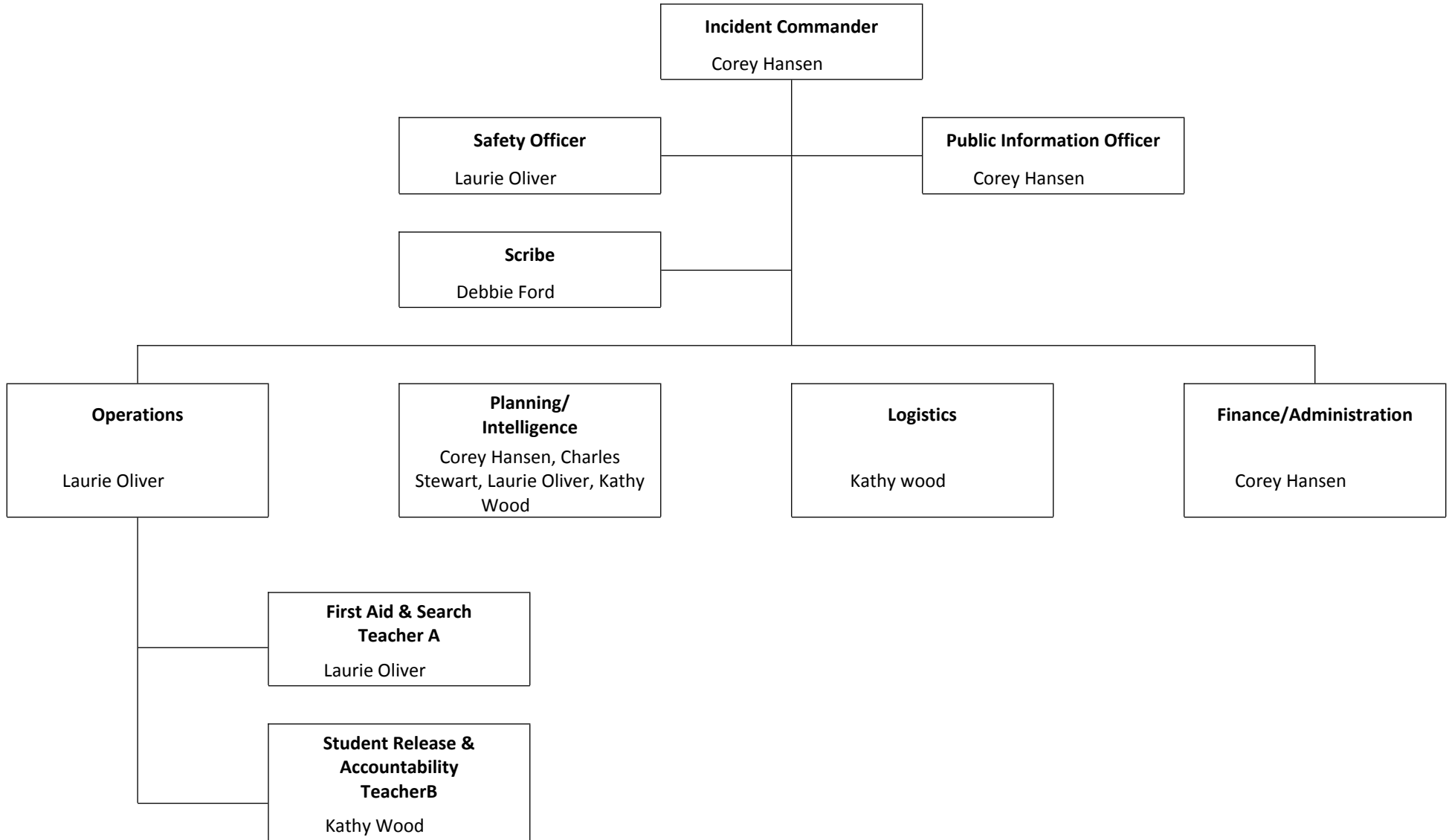
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Principal	(661) 248- 6680	Corey Hansen
Law Enforcement/Fire/Paramedic	Fie, Paramedic	911	
Public Utilities	PG&E	(800) 743-5000	
Public Utilities	So Cal Edison	(800) 611-1911	
Law Enforcement/Fire/Paramedic	Kern County Sheriff	(661) 861-3110	
Local Hospitals	Clinica Sierra Vista -Frazier Mountain	(661) 248- 5250	No Local Hospitals
American National Red Cross	American Red Cross-Kern County	(661) 324-6427	

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Site Council:	December 5, 12, January 11, 17, February 6, 27, March 6, April 7 ETS room 3 from 3:00 -4:00	School Safety plan reviewed and open for comments and suggestions at all School Site Council Meetings (Sue to weather, several meetings were rescheduled)
Staff Meetings- Review roles, practices, procdures, supplies and responsibilities	February 22, March 15, June 7th 1:50-3:10	Agenda available

El Tejon School Incident Command System



## **Incident Command Team Responsibilities**

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

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

Management, planning and intelligence, operations, logistics, and Finance and administration.

#### **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

#### 3.0 INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

#### 3.1 Identify Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

### Step Two: Identify the Level of Emergency

#### 3.2 Identify 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, a three-tiered rating system is described below.

**Level 1 Emergency:** A minor emergency that is handled by school personnel without 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 the dispersion of a potentially hazardous material, e.g., “unknown white powder”, or emergency involving more than one school site..

**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, involving multiple school sites or the entire District. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### Step Three: Determine the Immediate Response Action

#### 3.3 Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, the Superintendent will assess the need to activate the Emergency Operation Center. As a guide, the (EOC) should be activated when requests for resources are coming from multiple school sites or a large demand for resources are made from a school site. Individual school site personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:



Duck and Cover  
Shelter-In-Place  
Lock Down  
Evacuate Building  
Off-Site Evacuation  
All Clear

Procedures for each of these are included in Section 4.0.

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

##### **4.0 IMMEDIATE RESPONSE ACTIONS**

##### **4.1 Duck , Cover AND HOLD**

This action is taken to protect students and staff from flying or falling debris.

###### **Description of Action**

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK, COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD ON TO THE DESK AND HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

Teachers and students should move away from windows.

##### **4.2 Shelter-in-Place**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

###### **Description of Action**

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

If inside, teachers will keep students in the classroom until further instructions are given.

If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. If Students are missing or in the wrong classroom, notify the office.

Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

##### **4.3 Lock Down**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.

The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

#### 4.4 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

The Principal will initiate a fire alarm.

Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

Once assembled, teachers and students will stay in place until further instructions are given.

#### 4.5 Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. This decision should be made on information received from Fire, Law Enforcement or accessing pertinent websites.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.

Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

Once assembled off-site, teachers and students will stay in place until further instructions are given.

In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

#### 4.6 All Clear

This action is taken to notify teachers that normal school operations can resume.

#### Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

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

### **Aircraft Crash**

#### 5.1 Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

#### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.

If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.

The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.

The First Aid/Medical Team will check injuries to provide appropriate first aid.

The School Administrator will call the District Office and notify the Superintendent.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

The Assembly Area Team will convene onsite and begin the process of counseling and recovery as appropriate.

If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

### **Animal Disturbance**

#### 5.2 Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

#### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.

Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.

If additional outside assistance is needed, the School Administrator will call "911", Animal Control and/or the Department of Fish and Game, 868-7100 and provide the location of the animal and nature of emergency.

If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

### **Armed Assault on Campus**

#### 5.3 Armed Assault on Campus

An Armed Assault on Campus 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 device.

#### Procedure

Upon first indication of an armed assault, personnel should immediately notify the School Administrator.

The School Administrator will initiate the appropriate Immediate Response Action(s), which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.

Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.

After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

The First Aid/Medical Team will work with local authorities to ensure injured students and staff receives medical attention.

The Security/Utilities Team will control all points of entry to the school.

The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will take actions to ensure the notification of parents and family members.

Notifications will be made to the District Office and the Superintendent in order to coordinate/assign a designated Public Information Officer for media inquiries.

The School Administrator will debrief staff and school police officers.

## **Biological or Chemical Release**

### 5.4 Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

#### Procedure

##### Scenario 1: Substance Released Inside a Room or Building

The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

The School Administrator will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The School Administrator will activate the Incident Command System and instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.

The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.

Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).

The Assembly Area Team will convene onsite and begin the process of counseling and recovery.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

##### Scenario 2: Substance Released Outdoors and Localized

The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.

The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

The School Administrator will call "911", and will provide the exact location and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.

Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

The Assembly Area Team will convene onsite and begin the process of counseling and recovery.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

### Scenario 3: Substance Released in Surrounding Community

If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.

Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.

The School Administrator will call "911", and will provide the exact location and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The School Administrator will turn on a radio or television station to monitor information concerning the incident.

The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

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

### 5.5 Bomb Threat

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

#### Procedure

If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."

The person answering the threat call should ask the following questions, utilizing the bomb threat report (Form C, Appendix A), record the answers and then immediately notify the School Administrator:

When is the bomb going to explode?

Where is it?

What will cause it to explode?

What kind of bomb is it?

Who are you?

Why are you doing this?

What can we do for you to avoid the bomb from exploding?

How can you be contacted?

The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.

If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.

No attempt should be made to investigate or examine the object.

After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will notify "911", if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.

The School Administrator will notify the District Superintendent of the situation.

The Assembly Area Team will convene onsite and begin the process of counseling and recovery.

Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.

The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

After the incident is over, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

## **Bus Disaster**

### **5.6 Bus Disaster**

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the nearest school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

#### **Procedure**

##### **Scenario 1: Earthquake**

The driver should issue DUCK, COVER AND HOLD action as described in Section 4.0.

Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.

Set brake, turn off ignition, and wait for shaking to stop.

Check for injuries and provide first aid as appropriate.

If the bus is disabled, stay in place until help arrives.

Contact the School Administrator to report location and condition of students and the bus.

The School Administrator will determine what additional appropriate notification(s) should be made and will brief the District Superintendent.

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 a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.

If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.

In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.

The driver will account for all students and staff throughout the emergency.

##### **Scenario 2: Flood**

DO NOT drive through flooded streets and/or roads.

Take an alternate route or wait for public safety personnel to determine safety.

If the bus is disabled, stay in place until help arrives.

Contact the School Administrator to report location and condition of students.

The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.

In all instances, do not attempt to cross damaged bridges or overpasses.  
The driver will account for all students and staff throughout the emergency.

### Scenario 3: Serious Accident or Bus Fire

Park the bus in a safe location.

Set the emergency brake and turn off the ignition.

Evacuate the bus in the event of a fire.

Check for injuries and provide appropriate first aid.

Call "911" and provide exact location of the bus and wait for arrival of emergency responders.

Contact the School Administrator to report location and condition of students.

The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.

Stay with the disabled bus until help arrives.

The driver will account for all students and staff throughout the emergency.

## **Disorderly Conduct**

### 5.7 Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

#### Procedure

Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

Staff will immediately notify the School Administrator.

The School Administrator will initiate the appropriate Immediate Response Actions, which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

The School Administrator will call "911" and request a law enforcement response.

If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

The School Administrator will notify the District Superintendent of the situation.

## **Earthquake**

### 5.8 Earthquake

Earthquakes generally 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 and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

#### Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0.

Move away from windows and overhead hazards to avoid glass and falling objects.

When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.

The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.

The First Aid/Medical Team will check for injuries and provide appropriate first aid.



The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).

If the area appears safe, the Emergency Response Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

The School Administrator will contact the District Superintendent to determine additional actions that may be necessary.

The School Administrator will have the Security/Utilities Team assess the safety of buildings for reoccupancy. When safe to do so, the Emergency Response Team will conduct an inspection of school buildings for hazards. The ERT Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander

Any affected areas will not be reopened until the Security/Utilities Team or Local Authorities provides clearance and the School Administrator gives authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Security/Utilities Team to participate in the assessment.
2. The School Administrator should confer with the District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

## **Explosion or Risk Of Explosion**

### **5.9 Explosion/Risk of Explosion**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

#### **Procedure**

##### **Scenario 1: Explosion on School Property**

In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.

The School Administrator will consider the possibility of another imminent explosion and take appropriate action.

After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.

In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.

The First Aid/Medical Team will check for injuries and provide appropriate first aid.

Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

The School Administrator will notify the District Superintendent of the situation.

The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.

When it is determined safe to enter affected areas, the School Administrator will advise the Emergency Response Team to initiate search and rescue activities.

The School Administrator will contact the Security/Utilities Team to ensure buildings are safe for re-occupancy.

Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

##### **Scenario 2: Risk of Explosion on School Property**

The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.

If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.

Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

The School Administrator will advise the Emergency response Team to initiate rescue operations.

The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

The School Administrator will notify the District Superintendent of the situation.

All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

#### Scenario 3: Explosion or Risk of Explosion in Surrounding Area

The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.

The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will take further actions as needed.

The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.

When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

The School Administrator will notify "911" and provide details on the area and personnel affected at the school.

After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

### **Fire in Surrounding Area**

#### **5.10 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.

#### **Procedure**

The School Administrator will initiate the appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

The School Administrator will notify "911" and will provide the location and nature of emergency.

The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.

The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions. Law Enforcement, media stations and websites should be monitored for additional information.

If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.

As appropriate, the School Administrator will activate Parent Alert System.

The School Administrator will notify the District Superintendent of the emergency situation.

If needed, the School Administrator will notify the District Office to request busses for staff and student evacuation.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **Fire on School Grounds**

### **5.11 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.

#### **Procedure**

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 School Administrator.

The School Administrator will immediately initiate the Incident Command System and EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire.

The Emergency Response Team will suppress fires and initiate rescue procedures until the local fire department arrives.

The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

The Security/Utilities Team Leader will direct the fire department to the fire and brief fire department official on the situation.

The Security/Utilities Team will notify the appropriate utility company of damages.

The School Administrator will notify the District Superintendent of the fire.

If needed, the School Administrator will notify the District Emergency Operations Center to request busses for staff and student evacuation.

Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day.

All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

## **Flooding**

### **5.12 Flooding**

This procedure 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.

#### **Procedure**

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.

The School Administrator will notify "911" and will describe the nature and extent of the flooding.

The School Administrator will keep a battery-powered radio tuned to a local radio station for information.

If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will notify the District Superintendent of the emergency situation.

As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

## **Loss or Failure Of Utilities**

### **5.13 Loss or Failure of Utilities**

This procedure 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.

#### **Procedure**

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.

Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.

The School Administrator will notify maintenance (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or emergency numbers as provided in this plan and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.

Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.

The School Administrator will notify the District Superintendent of the loss of utility service.

As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.

In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

#### **Plan for a Loss of Water:**

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of water will not result in an immediate closure of school sites. However, in at least one school site the loss of water is directly connected to a loss of electricity, which may result in a school closure, depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

Other school sites rely on gravity fed water assisted by booster pumps. Such sites may be able to continue to operate without being negatively impacted.

The ability to provide sanitary restroom facilities shall be a factor in considering if a school closure is necessary. Mitigation efforts, such as use of supplemental water supplies for flushing can be used, as well as the delivery of porta-potties.

Each school site has emergency buckets with toilet lids that can be used for extended periods of time.

Each school site has various quantities of emergency water that can be dispensed by personnel. Emergency water should periodically be replaced (six months to one year) to maintain freshness.

In a major catastrophic event, such as an earthquake other measures, which may consist of using buckets or trenches, may have to be considered. Emergency supplies should be maintained in order to support these alternative plans.

#### **Plan for a Loss of Electricity:**

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety and comfort of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of electricity will not result in an immediate closure of school sites. Most classrooms receive enough ambient light to continue for short periods of time. Some classrooms may have to be moved to other areas to maximize the use of natural lighting.

At some school sites, electric heaters rather than gas or propane provides heating. In such situations, the ability to maintain a comfortable learning environment should be considered. Other sites utilizing gas may still be impacted by the failure of electrical thermostats to operate.

At one school site, the loss of electricity also results in the loss of water. The combined effects may cause an immediate school closure depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

If the loss of electricity is related to an event that may have continued negative impact on a school site, such as fire, chemical release etc., consideration needs to be given to the fact that emergency bells are not functional. An efficient student/staff runner system or handheld P.A. device may need to be employed.

Direct phone lines and cell phones may continue to be effective during a power outage, however phone connected via a multi-line system are usually inoperative. Hand held radios would be used to maintain communication with buses or other off-campus personnel.

Although none of the school sites are designed to operate on emergency generators, some site may have limited functionality with smaller generators designed to operate office, food service and communications operations.

In un-planned outages that result in multi-day events considerations should be given to the difficulty of maintaining operations such as office, food service and communications in determining the need for school closures.

#### Plan for a loss of Natural Gas

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of natural gas or propane will not result in the closure of school sites, where other operational functions are not impacted. However, school sites that rely on natural gas or propane for heat will need to evaluate weather conditions and their impact on a schools environment.

The ability to provide food services at required school sites needs to be evaluated on outages of unknown duration.

Loss of gas/propane due to an on-campus event that results in fire or release of gas should refer to other related emergency procedures within this chapter.

#### Plan for a loss of Communication

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Communications within the District is accomplished through a variety of mediums, including phone (both land based and cell), radio, P.A. systems and student/staff runners. Some or all may be impacted by an emergency event.

Generally, a loss of one or two modes of communication will not result in the closure of a school site, when they can be mitigated by other actions. However, the loss of multi-modes of communication is often related to the loss of electricity, which will additionally need to be considered.

Effective use of student/staff runners can be utilized to reduce the impacts of a lack of phone or P.A. systems.

Using a handheld radio or accessing a mobile radio located in a bus or other District vehicle may compensate for the loss of a stationary radio.

The loss of repeater access for radio communications will significantly impact the ability of buses and campuses to communicate during an emergency. Some of these impacts may be mitigated through the use of unit-to-unit direct communication on strategically placed mobile units within the District. Such units will be able to relay information from both base and mobile units.

## **Motor Vehicle Crash**

### **5.14 Motor Vehicle Crash**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

#### **Procedure**

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.

The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.

The First Aid/Medical Team will check for injuries to provide appropriate first aid.

Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## Pandemic

El COVID Includes: ETUSD CDPH Cal/OSHA Superintendent:	Tejon - COVID-19 COVID-19	Unified 19 Reopening School Prevention	School SAFETY Guidance Program	District PLAN Checklist (CPP)
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Sara Haflich shaflich@el-tejon.org 661-248-6247  
 2020-2021 REOPENING PLAN FOR ETUSD

El Tejon Unified School District has used information from multiple stakeholders: parents, certificated staff, classified staff, and management from surveys, email exchanges, and meetings to develop a three section plan to safely reopen schools in August of 2020 which meets Public Health Department Guidelines. Area 1: Student Engagement Families will be provided three options to choose from depending on what they feel best fits the needs of their children during this time.

1. Parents can choose for their children to have the opportunity to come back to school and receive in person instruction from their teacher twice a week. Students will be split into two groups in order to continue social distancing while in the classroom. Group A will attend on Monday and Wednesday's, while Group B will attend on Tuesday and Thursday's. This will allow desks to be able to be spaced further apart from each other. Siblings at all three school sites will be considered when creating both groups to try and have all households attending school on the same days regardless of their grade level. On the days that each student does not attend school on campus, they will have interaction and lessons through their regular teacher using the Canvas Distance Learning Platform. All students will have live interaction and lessons with their teacher on Friday's via the Canvas Distance Learning Platform together as one group.

2. Parents can choose to have their child continue full distance learning at home. Required Services to Targeted Student Population:

ETUSD is working hard to develop a plan that provides additional support and services for all targeted student population. Targeted students are receiving additional support daily on all three school sites in the areas of ELA and math. While the regular education population is only attending in-person instruction two days a week, special education students are receiving in person instruction daily. EL students are also receiving additional support by participating in an actual ELI) class at the middle and high school levels. On-line textbooks have been purchased with intervention kits in social science and science at the middle school. Fridays are used for more intensive intervention for all targeted struggling students. This comes in the form of one-on-one and group tutoring during intervention time. Additional social emotional support has been added at all grade levels as well: Elementary teachers have specific Zoom times to give needed guidance and support to students, Check in-Check out is a mentor program being used at the middle school which gives targeted students daily interaction with a mentor to help keep them on track and give them needed support, and the high school utilizes the Academic Accountability classes to give all students needed encouragement and support by the school counselor, as well as their first period teacher on Fridays. ETUSD will be focusing on implementing a long-term plan that helps address the learning loss of our targeted students over the next two to three years utilizing intensive intervention in ELA and math, a robust summer school program, and the continued use of Saturday School.

Area 2: Operations

Transportation: All students who ride the bus will be required to wear a mask while on the bus. They will be spread out as much as possible. All buses will be disinfected with fogger on a daily basis after each bus route in the morning and afternoon after dropping off kids. All student temperatures will be checked before boarding the bus. If a student has a temperature, and a parent is not able to come and pick the child up, the child will be taken to the nearest school site to be placed in the isolation room until the parent can pick them up.

Cleaning throughout campus: All common areas of each school site will be disinfected on a daily basis with a deep cleaning fogger per CDC guidelines. All high traveled areas and surfaces will also be coated with an Aegis Anti-microbial chemical which prohibits the COVID-19 virus from living on surfaces. (buses, classrooms, desks, desk barriers, door handles, etc.)

The District has developed a cleaning program based on county and state public health guidelines. Specifically, the District will be using cleaning products that are on the Environmental Protection Agency's list of approved disinfectants for use against COVID19 and consistent with ventilation requirements, Healthy Schools Act requirements and Cal/OSHA and CDPH requirements.

Daily Sanitation will occur. All custodians have been trained by the Director of Maintenance, Operations, and Transportation and/or District Nurse(s). At the end of every school day, after students are dismissed, each classroom, restrooms and other facilities, buses included, used by students and staff will undergo deep cleaning by trained custodial/bus driving staff. Throughout the school day, all high touch surfaces, both inside and outside of classrooms (including desks, tabletops, doorknobs, light switches, countertops, handles, desks, chairs, phones, keyboards, toilets, faucets, sink handles, sinks, etc.) will be regularly cleaned and sanitized by classified staff including custodians and aides whom have been trained on the chemical hazards,



manufacturer's directions, ventilation requirements and Cal/OSHA requirements for safe use.

The District has procured an inventory of cleaning supplies and PPE (including disinfectant wipes, disinfectant spray, gloves, gowns, masks, shields). All cleaning products will be stored safely and properly away from students.

PPE for students and staff: All students will be provided with a special face shield that will stay at school. TK, Kinder, and 1st grade will be given a hat with a clear long brim so they won't be fidgeting with their masks all day and it will stay on easily. 2nd through 12th grade will be given a face shield, which will also stay at school. Extra face masks will be kept on all busses and in all areas of school: office, classrooms, cafeteria, etc. All staff members will wear a face shield on a daily basis to ensure safety, but also allow students to see their faces and socially interact.

All student's temperatures will be taken upon entering the campus. If a child has a fever, or any other symptoms, they will be sent to the office.

All staff members will self-evaluate before coming to work and sign a statement that they have no symptoms of COVID 19. Each campus will have an isolation room where any student or staff member will go who is diagnosed with a fever or starts showing any symptoms of COVID 19. Proper steps will be followed if this were to happen. All desks will have a clear, protective desk barrier so when students are sitting at their desk they may take their masks off if they choose, but still see through, and interact with their teacher and peers as normal. School offices will have clear, Plexiglas protectors installed to ensure safety of office staff as well as all visitors who enter the office. Hand sanitizer will be stationed at each door within the school as well as proper soap for washing hands in classrooms that have sinks.

Signs will be posted around each campus reminding students and staff to social distance, and wash hands frequently.

Lunch program: Students will sit six feet away from each other in the cafeteria while they eat in order to ensure social distancing when taking off their masks. All students will still have the opportunity to receive a lunch whether they are coming to school or fully distance learning. Students who are attending school twice a week will be given a sack lunch to take home with them for the days they are staying at home. Families who choose to fully distance learn will have the opportunity to pick up a lunch from Frazier Mountain High School on a daily basis. Additional tables will be placed outside to enhance the ability for students to eat outside in the fresh air.

Area 3: Labor Management & Policies  
Information will be sent home to parents asking them to reinforce the importance of proper hygiene, washing hands, and following all procedures while at school.

ETUSI) administration will continue to work closely with both CSEA and ETTA as things continue to change over the coming months. Any school visitor must be wearing a mask and report directly to the office. All school visitors must remain in the office and not walk around campus or into any classrooms. No large gatherings such as rallies, assemblies, etc. will be permitted until further notice. Face to face meetings, parent conferences, etc. will be over a virtual method or phone conversation to cut back on physical contact.

ETUSD management will continue to keep all staff and parents updated on any new policy as things progress or change due to COVID 19 guidelines using: robo calls, text messages, websites, and letters sent home. Surveillance Testing For Staff

ETUSD will provide surveillance testing under the guidance of California Department of Public Health (CDPH), Kern County Public Health Department (KCPHD), and the state's new Safe Schools for All Plan. These guidelines require districts to provide testing to all employees once a week if the county is in the "deep purple" tier, once every two weeks if the county is in the "purple" or "red" tier, and only if symptomatic once the county reaches the orange tier. ETUSD has partnered with Valencia Laboratories to provide on-site testing to employees and students who choose to participate. Tests will be given to employees during their regular work hours at their assigned work site. Any employee who has already tested positive for COVID-19 will not be tested within a 90-day period after testing positive per the new CDPH guidance page 40.

Vaccine for Staff

Although the vaccine for COVID-19 is not mandatory for employees, it is highly recommended. As soon as the state opens the vaccine for school employees, all employees will be notified immediately. ETUSD is currently working with the county office to come up with a plan to vaccinate all Kern County school employees as quickly as possible once available; however, any employee may make an appointment to get vaccinated on their own. All vaccination locations are located on the Kern County Public Health Department website. ETUSD will continue to update all staff on vaccines as they progress.

Cal/OSHA's Emergency COVID-19 Safety Regulations

ETUSD will also follow all required procedures in accordance with Cal/OSHA's Emergency COVID-19 Safety Regulations that became effective on 11/30/2020. The Emergency Standard provides a detailed framework for preventing workplace outbreaks and mandating timely communication with employees and local public health departments, as well as requirements for notifying public health departments of workplace outbreaks defined as three or more cases in a workplace in a 14-day period, and major outbreaks defined as 20 or more cases within a 30-day period. ETUSD's full Cal/OSHA COVID-19 Prevention Plan (CPP) can be found on the district website.

Reporting		Positive		COVID-19		Case		Protocol
Report	positive	test	results	as	required	by	applicable	law.
Isolation								Rooms

Isolate symptomatic and confirmed positive individuals in separate rooms. More than one individual may be isolated in a room at a time so long as they can be kept physically distant (more than 6 feet apart). If the isolation room is not large enough to accommodate more than one individual with 6 feet of physical distance, multiple isolation rooms shall be used. After an isolation room has been used, it will be appropriately disinfected using the protocols described in this Plan.

School/District								Closure:
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A	classroom		should		be		closed,	when:
There	is	one	positive		case	in	a	classroom.

A	school		should		be		closed	when:
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At least 5 percent of the total number of teachers/student/staff are cases within a 14 day period, depending on the size and physical layout of the school.

An	entire	district		should		be	closed,	when:
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e 225% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

School Re-opening Protocols: Re-opening may occur after 14 days and the following occurred:

- Cleaning and disinfection Public Health investigation e Consultation with the local health department

Suspected Cases:  
 Show symptoms, but have not been in close contact with any known positive cases:  
 Students/Staff who present COVID-like symptoms, who test negative for COVID\*19 may return 72 hours after resolution of fever (if any) and improvement in symptoms.  
 e Documentation of a negative test result should be provided to school administration. In lieu of a negative test result, allow students and staff to return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.  
 Exposure Chart After Close Contact — Employee/Student been in close contact with someone who tested positive for COVID-19. Close contact is defined as: less than 6 feet apart, and without a face covering for at least 15 minutes.  
 See following chart

CO ? D -19 School  
 Guidance  
 Checklist  
 CALIFORNIA  
 Date:

2021 COVID-19 School Guidance Checklist  
 Name of Local Educational Agency or Equivalent: El Tejon Unified School District  
 Number Enrollment: 3 690  
 Superintendent (or equivalent) Name: Sara Haflich

4337 Lebec Road, Lebec, C 661-248-6247 Address: Phone Number:  
 Email: shaflich@el-tejon.kl 2.ca.US

Date of proposed reopening:  
 County: Kern Grade Level (check all that apply)  
 Current Tier: Purple 2 nd 5th @ 8th  
 District has already re-opened

(please indicate Purple, Red Orange or 12th  
 Yellow)

@ st Type of LEA: Unified

This form and any applicable attachments Should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.  
 The email address for submission to the State School Safety for All Team for LEAS in Purple Tier is: K12cs@cdheca.gov  
 LEAS or equivalent in Counties with a case rate individuals can submit materials but cannot re-o en a school until the count is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.  
 For Local Educational Agencies (LEAS or equivalent) in ALL TIERS:  
 @ I, Sara Hafiich post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the COVID-19 Prevention Program (CPP), pursuant to CalOSHA requirements, and this CDPH COVID-19 Guidance Checklist and accompanying documents, which satisfies requirements for the safe reopening of schools per CDPH Guidance on Schools. For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.  
 I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:  
 @ Stable group structures (where applicable): How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:  
 How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)  
 Students on all three campuses: Frazier Park School, El Tejon, Frazier  
 If you have departmentalized classes, how will you organize staff and students in stable groups?  
 Departmentalized groups stay together all day and rotate classrooms. If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?  
 ETUSD has protective barriers for all individual students within a class period.  
 @ Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.  
 @ Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced for staff and students.  
 Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.  
 @ Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.  
 @ Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.  
 @ Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff. Please provide the planned maximum and minimum distance between students in classrooms.  
 Maximum: 10 feet

Minimum: 6 feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

@ Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.

@ Testing of Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence. Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier: All staff will be tested once a week if the count is in the deep purple tier,

@ Testing of Students: How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence. Planned student testing cadence. Please note if testing cadence will differ by tier: Testing of students will be available once every week in the deep purple tier

@ Identification and Reporting of Cases: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with Reporting Requirements.

@ Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

C] Consultation: (For schools not previously open) Please confirm consultation with the following groups Labor Organization Name of Organization(s) and Date(s) Consulted: Name: NA-ETUSD has already opened a Date:

Parent and Community Organizations Name of Organization(s) and Date(s) Consulted: Name: NA-ETUSD has already opened a Date:

If no labor organization represents staff at the school, please describe the process for consultation with school staff: Both CSEA and CTA were also working with district administration to ensure all input was taken and used while completing the plan. CTA,

For Local Educational Agencies (LEAS or equivalent) in PURPLE: Local Health Officer Approval: The Local Health Officer, for (state County) Kern . County has certified and approved the CRP on this date: October of 2020 If more than 7 business days have passed since the submission without input from the LIAO, the CRP shall be deemed approved.

Additional Resources: Guidance on Schools

Safe Schools for All Hub  
COVID-19 Prevention Program (CPP) for El Tejon Unified  
This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.  
Date: 01/21/2021

Authority and Responsibility  
Sara Haflich has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand. All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards  
We will implement the following in our workplace:

Conduct workplace-specific evaluations using the Appendix A: Identification of COVID-19 Hazards form.

Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.

Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention. Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.

Conduct periodic inspections using the Appendix B: COVID-19 Inspections form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

ETUSD has implemented an anonymous link where employees or students can report hazardous conditions or actions.

Employees are encouraged to report any known or possible hazard immediately to administration or immediate supervisor.

Bargaining unit MOU's specifically state that no employee shall face discrimination based on reporting any type of hazardous work conditions.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by working closely with their site administrator and bargaining unit representatives to report hazardous conditions. Both CTA and CSEA unit presidents immediately bring any reported hazard to the Superintendent's attention.

Employees complete on-line Covid-19 training through "Get Safety Trained, which reviews possible hazards. screening

We screen our employees by having all employees complete a training PowerPoint, complete the Covid19 on-line training, and sign a form stating that each morning they will complete a self-screening evaluation according to CDPH guidelines.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the Appendix B: COVID-19 Inspections form, and corrected in a timely manner based on the severity of the hazards, as follows:

When an unhealthy work condition or hazard is reported to any manager or site administrator prompt action is taken. The situation is evaluated for severity. Proper actions are taken to correct the hazard, depending on the severity of the situation. Individuals responsible to ensure timely correction are all site principals as well as the district MOT. Superintendent will follow up to ensure the hazard has properly been corrected.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

Staff who work in the same room are fully distanced from each other and required to wear a face mask.

Students have been placed in groups to ensure social distancing on campus. Group A attends school on Monday and Wednesday, and Group B attends on Tuesday and Thursday. Visual cues, such as signs and floor markings, indicate where employees and others should be located or their direction and path of travel.

Social distancing signs are posted in various places around campuses, Students are reminded frequently during passing periods and lunch to remain distanced.

There are assigned seats at tables during lunch time to ensure social distancing while eating. Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. All employees and students have been given both boxes of disposable masks as well as proper face shields. All employees and students are required to wear their face mask at all times, unless in an office completely isolated from others. Additional face masks and shields are available upon request from any employee or student. Should an employee encounter other employees or non-employees not wearing a proper face

covering, they have been advised to let their site administrator know immediately so proper action can be taken immediately to correct the problem.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

#### Engineering

controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals: All student desks have individual barriers to ensure protection in case the desks can not be a full 6 feet apart. All office spaces have barriers to protect secretaries when a visitor enters the office. If an employee is in a situation where they cannot be 6 feet apart (maintenance work, grounds work, etc.) proper face coverings must be worn at all time. We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by using proper ventilation filters in all classrooms. Air filters will be changed routinely according to guidelines. All classrooms and offices have also been provided air purifiers which will purify the entire classroom or office space. Students are encouraged to eat outside when weather permits.

#### Cleaning

and

disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces: All frequently touched surfaces have been coated with an Aegis anti-microbial chemical including buses, classroom desks, barriers, and door handles school wide. This chemical does not allow the Covid-19 virus to live on the surface. All classrooms, and other areas where students or employees frequently pass through are disinfected daily with foggers to ensure proper daily deep cleaning. All classrooms have also been provided with cases of disinfectant wipes for teachers to wipe down any other surface area that has been touched as needed throughout the day and in between classes. Should we have a COVID-19 case in our workplace, we will implement the following procedures: Any area where an employee or student who tests positive for Covid-19 has spent time is fully disinfected. The area is completely wiped down with disinfectant wipes and fogged including all items in the area that could have been touched by the positive individual. All custodians have been trained to properly use the disinfectant foggers. Shared tools, equipment and personal protective equipment (PPE) must not be shared, e.g., gloves, goggles and face shields. Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by thoroughly wiping items down with proper disinfectant wipes. All students have their own chrome books: however, if one must be shared from class to class, it is wiped down before the next student touches it. All students have their own desk and barrier at the elementary school and middle school; however, at the high school, where a desk may be shared by more than one student throughout the day, the desk and barrier are wiped down with disinfectant wipes in between classes. Students are given their own supplies to use daily. If a student forgets their supplies, a bag of supplies is given to them to keep in order to eliminate the sharing of items.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we: Handwashing facilities are evaluated by site administrators as well as other employees. On the campuses where not all classrooms have sinks, additional hand washing stations have been placed around campus. All employees are encouraged and allowed time to wash their hands frequently and/or as needed. All classrooms, and other areas where employees work, are supplied with effective hand sanitizer, including buses. All doorways have a hand sanitizer bottle mounted near the exit. All employees have completed a Covid-19 training, which emphasizes the importance of washing their hands for at least 20 seconds each time. Personal protective equipment (PPE) used to control employees' exposure to COVID-19 We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or not maintained. We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the Appendix C: Investigating COVID-19 Cases form. Employees who had potential COVID-19 exposure in our workplace will be: All employees who have a possible work exposure will have the ability to take one of the districts provided Covid-19 tests during their regular working hours. If for some reason they must take a test off site, they will be reimbursed any out-of-pocket cost. The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to them.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

All employees have been instructed to immediately contact their supervisor to inform them of their possible exposure or symptoms they are experiencing. Employees can report symptoms and hazards without fear of reprisal. Accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness are determined on a case-by-case basis. All employees will be tested on site as per county guidelines depending on the color tier the county is in at any given week. If an employee wishes to test more frequently, there are multiple facilities in the area where they may complete the test: Lebec, Lamont, and Bakersfield. If the test is due to an on-site exposure, the employee will be reimbursed any out-of-pocket expense. In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. All facilities will have on site testing during work hours available to all employees if resulting from an on-site exposure including when the testing is in response to CCR Title 8 section 3205.1 , Multiple COVID-19 Infections and COVID-19 Outbreaks, as well as section 3205.2, Major COVID-19 Outbreaks.

Training and Instruction

We will provide effective training and instruction that includes: Our COVID-19 policies and procedures to protect employees from COVID-19 hazards. Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. The fact that: COVID-19 is an infectious disease that can be spread through the air. COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth. An infectious person may have no symptoms. Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.

The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective. The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled. Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering. COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Appendix D: COVID-19 Training Roster will be used to document this training. Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by: Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met. Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID\*19 case.

Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by providing paid leave when the exposure is work related, providing employee sick leave benefits, and any other COVID-19 related leave benefits provided by the state. e Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to: Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department. Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment. Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b). Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request. Use the Appendix C: Investigating COVID-19 Cases form to keep a record of and track all COVID19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal



identifying information removed.  
 Return-to-Work Criteria  
 COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:  
 At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.  
 COVID-19 symptoms have improved.  
 At least 10 days have passed since COVID-19 symptoms first appeared.  
 COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.  
 A negative COVID-19 test will not be required for an employee to return to work.  
 If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.  
 Sara Haflich  
 Superintendent

Identification of COVID-19 Hazards  
 All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas. Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.  
 Person conducting the evaluation: [enter name(s)]  
 Date: [enter date]  
 Name(s) of employee and authorized employee representative that participated: [enter name(s)]

COVID-19 Inspections  
 [This form is only intended to get you started. Review the information available at [www.dir.ca.gov/dosh/coronavirus/](http://www.dir.ca.gov/dosh/coronavirus/) for additional guidance on what to regularly inspect for, including issues that may be more pertinent to your particular type of workplace. You will need to modify form accordingly.]  
 Date: [enter date]  
 Name of person conducting the inspection: [enter names]  
 Work location evaluated: [enter information]

Investigating COVID-19 Cases  
 All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.  
 Employee (or nonemployee\*) name: Occupation (if nonemployee, why they were in the work lace :  
 Location where employee worked (or non-employee was present in the work lace : Date investigation was initiated:  
 Was COVID-19 test offered? Name(s) of staff involved in the investigation:  
 Date and time the COVID-19 case was last present in the work lace: Date of the positive or negative test and/or diagnosis:  
 Date the case first had one or more COVID-19 symptoms: Information received regarding COVID-19 test results and onset of symptoms (attach documentation :  
 All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.  
 Date: [enter date]  
 Name of person conducting the investigation: [enter name(s)]

during the high-risk exposure period, and who may have been exposed (attach additional information):

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to: All employees who may have had COVID-19 exposure and their authorized representatives. Date: Names of employees that were notified: Independent contractors and other employers present at the workplace during the high-risk exposure period. Date: Names of individuals that were notified: What were the workplace conditions that could have contributed to the risk of COVID-19 exposure? What could be done to reduce exposure to COVID-19? Was local health department notified? Date: \*Should an employer be made aware of a non-employee infection source COVID-19 status. Appendix D: COVID-19 Training Roster Date: [enter date]

Additional Consideration #1 Multiple COVID-19 Infections and COVID-19 Outbreaks [This section will need to be added to your CPP if your workplace is identified by a local health department as the location of a COVID-19 outbreak, or there are three or more COVID-19 cases in your workplace within a 14-day period. Reference section 3205.1 for details.]

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period. COVID-19 testing

We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period, COVID-19 testing will be provided at no cost to employees during employees' working hours.

COVID-19 testing consists of the following:

All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.

o After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.

o We will provide additional testing when deemed necessary by Cal/OSHA. Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return to Work Criteria requirements, and local health officer orders if applicable.

Investigation of workplace COVID-19 illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP Investigating and Responding to COVID-19 Cases.

COVID\*19 investigation, review and hazard correction

In addition to our CPP Identification and Evaluation of COVID-19 Hazards and Correction of COVID-19 Hazards, we will immediately perform a review of potentially relevant COVID\*19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include: Investigation of new or unabated COVID-19 hazards including:

o Our leave policies and practices and whether employees are discouraged from remaining home when sick. o Our COVID-19 testing policies. o Insufficient outdoor air. o Insufficient air filtration. o Lack of physical distancing. Updating the review:

o Every thirty days that the outbreak continues. o In response to new information or to new or previously unrecognized COVID-19 hazards. o When otherwise necessary.

Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:

o Moving indoor tasks outdoors or having them performed remotely. o Increasing outdoor air supply when work is done indoors. o Improving air filtration.

o Increasing physical distancing as much as possible. o Respiratory protection. o [describe other applicable controls].

Notifications to the local health department  
Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.

o We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

Additional Consideration #2  
Major COVID-19 Outbreaks

[This section will need to be added to your CPP should your workplace experience 20 or more COVID-19 cases within a 30-day period. Reference section 3205.2 for details.]

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.  
COVID-19 testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return to Work Criteria, and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses

We will comply with the requirements of our CPP Investigating and Responding to COVID-19 Cases.  
COVID-19 hazard correction

In addition to the requirements of our CPP Correction of COVID-19 Hazards, we will take the following actions:

In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.

We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.

We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected. Implement any other control measures deemed necessary by Cal/OSHA

Notifications to the local health department

We will comply with the requirements of our Multiple COVID-19 Infections and COVID-19 Outbreaks Notifications to the Local Health Department

The vehicle has functioning air conditioning in use and the outside temperature is greater than 90 degrees Fahrenheit.

The vehicle has functioning heating in use and the outside temperature is less than 60 degrees Fahrenheit.

Protection is needed from weather conditions, such as rain or snow.

The vehicle has a cabin air filter in use and the U.S. EPA Air Quality Index for any pollutant is greater than 100.

Hand hygiene

We will provide hand sanitizer in each vehicle and ensure that all drivers and riders sanitize their hands before entering and exiting the vehicle. Hand sanitizers with methyl alcohol are prohibited.

## Psychological Trauma

### 5.15 Psychological Trauma

Crisis management at El Tejon Unified School District schools specifies actions during and subsequent to any emergency that may have a psychological impact on students and 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. 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.

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.

#### Procedure

The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises. Administrators should take into consideration individual staff skills in making these assignments.

The Assembly Area Team will assess the range of crisis intervention services needed during and following an emergency.

The Assembly Area Team will provide direct intervention services.

If there is a need for additional assistance, the School Administrator will notify the District Superintendent.

The Assembly Area Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

In performing their duties, the Assembly Area Team members will limit exposure to scenes of trauma, injury and death.

The Assembly Area Team will provide ongoing assessment of needs and follow-ups services as required.

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

#### 5.16 Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple students or employees with unexplained nausea, vomiting, or other illnesses.

#### Procedure

The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.

The School Administrator will notify "911", District Office and the Kern County Department of Environmental Health Services (661) 862-8700.

The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.

The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.

The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

The School Administrator and the District Superintendent will confer with the Kern County Department of Environmental Health Services before the resumption of normal operations.

The School Administrator will notify parents of the incident, as appropriate.

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

#### 5.17 Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy

#### Procedure

The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.

A Threat Assessment should be conducted involving the District Superintendent, Kern County Sheriff and School Administrator.

Consistent with District Policy the Threat Assessment will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk that should be considered, as described below:

Category 1 – High violence potential; qualifies for arrest or hospitalization.

Category 2 – High violence potential; does not qualify for arrest or hospitalization.

Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

In categorizing the risk, the Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

The School Threat Assessment Team will recommend appropriate action to the School Administrator.

As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

### **Unlawful Demonstration or Walkout**

#### **5.18 Unlawful Demonstration/Walkout**

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

#### **Procedure**

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE as described in Section 4.0.

The School Administrator will notify the Kern County Sheriff's Department, (245-3440) and the District Office and will provide the exact location and nature of emergency.

The Request/Reunion Gate 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, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. Staff members will attempt to guide and control the actions of students while offsite.

Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. 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 blinds in rooms so equipped.

The Documentation staff member should keep accurate record of events, conversations and actions.

All media inquiries will be referred to the designated school's Public Information Officer.

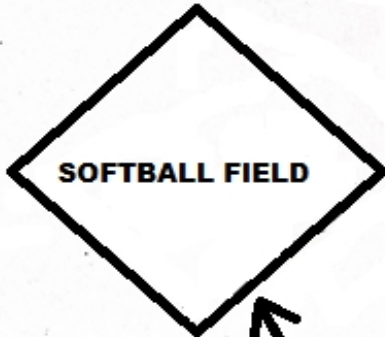
The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

The School Administrator will notify parents of the incident, as appropriate.

## Emergency Evacuation Map

# El Tejon School

Storage



FFA

BASKETBALL COURTS

C-TRAIN

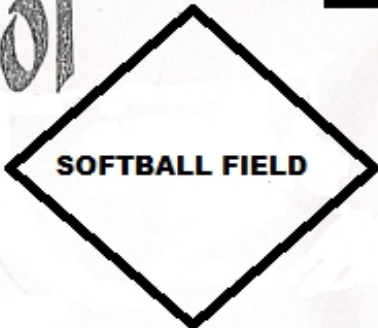
C-TRAIN

MS1  
ART

MS2  
OLIVER

MS3  
COMPUTER  
LAB  
STORAGE

P.E.  
22  
PTS STORAGE  
21  
STORAGE  
20



PAGE  
1  
WOOD  
2  
STAFF  
3  
WORKROOM

OLIVER  
4  
ASB  
5  
GIRLS  
BOYS  
R. CASTANON  
6  
JANSEN  
7

PEDDY  
10  
BLOOM  
11

GYM  
STEWART

CAFETERIA

STAFF  
LOUNGE

C-trains

Library

Office  
HANSEN  
WEBB/CHILDS  
3  
CASTANON  
9

District  
offices

WHITE/FORD  
HEALTH AIDE

Bus Barn