

Comprehensive School Safety Plan

2021-2022 School Year

School: Alps View Continuation High School
CDS Code: 53-76513-5330014
District: Trinity Alps Unified School District
Address: 200 Memorial Drive
Weaverville, CA 96093
Date of Adoption: February 14, 2022
Date of Update: January 27, 2022
Date of Review:
- **with Staff** January 27, 2022
- **with Law Enforcement** January 27, 2022
- **with Fire Authority** January 27, 2022

Approved by:

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Heidi Rupp	Parent		
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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Trinity High School, Trinity Alps Unified District Office.

Safety Plan Vision

It is our vision that Alps View High School will be a peaceful campus, a place where all people are able to work together with cooperation and respect. The school will be known as a safe place for students to learn in a nurturing environment. Alps View High School will be a source of pride for the entire community.

Components of the Comprehensive School Safety Plan (EC 32281)

Alps View Continuation High School Safety Committee

Corey Helgesen
Keith Sprague
Ryan Gogan
Monica Zook
Heidi Rupp

Assessment of School Safety

School Safety Data Sources include:

Attendance Records
Log Entries
Suspension and Expulsion data
Student progress reports
Law enforcement interventions and crime reports
Staff, student and community surveys
Property loss, vandalism and insurance reports

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

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

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

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

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

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

All staff members including para educators, teachers, maintenance staff, cafeteria staff and substitutes are required to complete child abuse training provided by the District approved training. This training provides staff with an overview of law regarding the mandated reporting of child abuse, including who must report and reporting requirements. We also provide indicators and definitions of various forms of child abuse, the impact of abuse on children and child protection. This training takes place prior to the beginning of the start of school and must be completed annually.

BP/AR 5141.4 Child Abuse Prevention and Reporting

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

Disaster Plan (See Appendix C-F)

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

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

Public Agency Use of School Buildings for Emergency Shelters

In the event of a public disaster, Alps View High School will coordinate with the Trinity County American Red Cross, USFS, Cal Fire or local

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

Alps View High School is a continuation high school, a site of alternative education where we actively seek to provide consequences that lead to restoration; also known as "other means of correction", rather than suspension or expulsion. However, we also follow education code 48900-48915 which describe suspendable and expellable offenses and use the CDE matrix available at <https://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp> on the CDE website.

For the complete Education Code regarding suspension and expulsions, please visit the California Legislation page at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=48900.&lawCode=EDC

When criminal behavior on school campuses occurs, the administrator notifies the appropriate county law enforcement authority if necessary.

Parent Student Handbook BP 4118 Suspension/Disciplinary Action BP 4218 Dismissal/Suspension/Disciplinary Action BP/AR 5131 Conduct BP/AR 5132 Dress & Grooming BP/AR 5144.1 Suspension and Expulsion/Due Process BP/AR 5145.7 Sexual Harassment

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

Procedures for notifying teachers about dangerous pupils (Education Code Section 35294.2[a][2][D]; 49079) All teachers employed by the Trinity Alps Unified School District are notified about dangerous pupils in accordance with Ed. Code 35294.2[a][2][D] and 49079.

This information is used to develop awareness, assigning appropriate discipline consequences, helps in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian. Parent Student Handbook

BP 4118 Suspension/Disciplinary Action

BP 4218 Dismissal/Suspension/Disciplinary Action

BP/AR 5131 Conduct

BP/AR 5132 Dress & Grooming

BP/AR 5144.1 Suspension and Expulsion/Due Process

BP/AR 5145.7 Sexual Harassment

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

All staff including substitutes are required to complete sexual harassment training/courses. These courses provide staff members with a basic understanding of staff-to-staff sexual harassment as well as strategies to maintain a harassment-free environment in the workplace. Topics covered include defining sexual harassment and sexual harassment in the workplace. The content in this course was designed with care and sensitivity; however, some may find certain topics personally upsetting, especially for survivors of sexual abuse or assault. Staff that need to talk with someone due to this training can contact the Human Resources Administrator or a related resource in your community.

SEXUAL HARASSMENT POLICY

Sexual harassment policy (Education Code Section 35294.02[a][2][E]; 212.5)

Sexual Harassment Policy (AR 5145.7)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

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

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include: 1. Unwelcome leering, sexual flirtations or propositions.

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

A copy of the district's sexual harassment policy shall:

1. Be included in the notification that is sent to parents/guardians at the beginning of each school year. (Education Code 48980) (cf.5145.6 Notifications Required by Law)
2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 212.36)
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

BP 4119.11 Sexual Harassment

AR 4119.11 Sexual Harassment

BP 4319.11 Sexual Harassment

AR 4319.11 Sexual Harassment

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

Dress Code (Board Policy)

Student appearance and dress shall be within the boundaries of regulations covering health and safety and shall be of a nature that would not

interfere with the educational process. The following are the dress code guidelines at Trinity High:

1. Title V of the CA Administrative Code states that students must be neat and clean, and schools have a right and responsibility to reasonably enforce this standard.

2. For purposes of health and safety, shoes or comparable footwear with rubber or leather soles shall be worn. 3. Students with long hair shall be required, for reasons of safety, to provide and wear a hair net or head band in those classes where long hair might be a hazard or detrimental to the required performance of the class.
 4. Students, whose appearance is so unusual as to cause obvious distraction to other students from the educational process, shall be sent home to correct their appearance.
 5. Hats, visors, and/or sunglasses are not to be worn in class or at assemblies by any student regardless of gender. Any headwear that prohibits eye contact with a THS staff member is prohibited.
 6. Shorts must have a 4-inch inseam or longer. Skirts must NOT be more than 6 inches above the knees when standing.
 7. Excessively baggy or sagging pants, which allow undergarments to be exposed, are unacceptable.
 8. Boys may NOT wear sleeveless T-shirts, tank tops that have excessively low-cut armholes or sleeveless undergarments. 9. Tops worn by girls shall have two, 1 inch or wider, shoulder straps that cover undergarments. Tops must be long enough to cover the top of pants, when standing, with arms outstretched. No bare midriffs, see-through or fishnet tops, halter-tops, tube tops, half-shirts, midriffs, lowcut blouses, or backless tops may be worn. Any top deemed suggestive or inappropriate by THS staff is unacceptable.
 10. Clothing may not have suggestive or inappropriate wording or images printed thereon.
 11. Reasonable rules for appearance for those who participate in extracurricular activities may be established and enforced. These rules may not supersede the dress code.
 12. Clothing advertisements and artwork depicting alcohol, drugs, tobacco and offensive materials may not be worn. Any student not meeting the above standard or who goes to school without proper attention having been given to personal cleanliness and neatness of dress, will be required to change the item(s) of clothing in violation of the dress code. A parent will be required to bring an appropriate change of clothing or the school may provide a change of clothing to correct the dress code infraction. Due to the rapid changes in society, it may become necessary to modify the dress code during the course of the school year.
- To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.
- Parent Student Handbook
 BP 5132
 BP 5136

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

Supervision of Students:

School staff work together to maintain a strong presence while students are on campus from the time they arrive in the morning to departure at the end of the day .

Parents are informed in writing by way of our Parent Student handbook, of the safety rules and procedures for dropping off and picking up their children from school. As students arrive on campus each morning, the principal, and the campus supervisor and a career tech monitor the campus, entrance areas, and designated common areas. During break and lunch, the principal and campus supervisor monitor student activity. When students are dismissed at the end of the day, the principal and campus supervisor monitor student behavior as students are picked up by parents/guardians or the school bus. Hand-held radios enhance routine and emergency communication efforts concerning students, staff and campus supervisor. The custodian, school office and campus supervisor have hand held radios at all times.

Visitors:

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register at the front office immediately upon entering the school when school is in session. District and County employees, not assigned to Trinity High School shall wear appropriate identification badges while on campus conducting business.

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

Component:

Maintain a safe environment for learning

Element:

school facilities

Opportunity for Improvement:

The Alps View School Building has been upgraded over the past year, inside and outside.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve the outside area around Alps View High School	Remove pine trees. Plant new trees. Add picnic tables and other niceties.	School funding, COVID funding	Corey Helgesen	
Renovate the restroom facilities	Secure funding. Re-model the interior.	TBD	Corey Helgesen	

Component:

School Climate and Culture

Element:

Student mental well being.

Opportunity for Improvement:

Students have been feeling disconnected for various reasons

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve the alternative school building	Remodel the interior and exterior	General Fund	Jaime Green	complete summer 2021
Give students tools to help themselves in SEL	Purchase curriculum that addresses Social Emotional Learning	General Fund	Keith Sprague	in progress - running a trial run with Edgenuity

Component:

NA

Element:

NA

Opportunity for Improvement:

NA

Objectives	Action Steps	Resources	Lead Person	Evaluation
NA	NA	NA	NA	NA

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Alps View Continuation High School Student Conduct Code**

Conduct Code Procedures

Conduct Code Procedures
School Conduct is outlined in the Parent and Student Handbook. State education code and the Board of Trustees provide for the administration of school and promote a positive school atmosphere conducive to learning, safety, and welfare of students and school staff. The school's jurisdiction and areas of authority include attendance and activities related to school, including

- while on school grounds
- while going to or coming from school
- during lunch, on or off campus
- at school sponsored activities on or off campus regardless of time
- during, en route to, or from, school sponsored activities

We recognize that a safe school experience requires the cooperation of students, staff, parents/guardians, and support services.

(J) Procedures to Prepare for Active Shooters

Alps View High School uses the K12 Standard Response Protocol for emergency situations. Instead of reacting to multiple different events, staff and students prepare four different responses. For hazards on campus, including an active shooter, a mountain lion, or other scenario that presents a danger to students and staff, we would do a lock-down drill. These drills are conducted yearly.

All staff are trained on the procedures and responses in an emergency including those that would take place in response to an active shooter. Emergency response procedures are posted in classrooms and reviewed periodically with students based on developmental levels and maturity. The following procedures should be followed in the case of an active shooter or a threat of violence is suspected: 1. Upon first indication of a active shooter or suspected individual, personnel should immediately notify the principal or designees, who becomes the incident commander.

1. Incident commander will initiate the appropriate emergency response action
2. 9-1-1 will be called and remain on the phone until it is no longer safe to do so
3. District office will be called if possible by secondary office staff member if safe to do so
4. All staff shall monitor email/cell phones with updates from incident commander

(K) Hate Crime Reporting Procedures and Policies

The Trinity Alps Unified School District's Hate Crime Policy (BP5145.9) can be found in the Trinity Alps Unified School District Policies, Regulations, Bylaws manual, located on the district website @ www.tausd.org

Procedures for Preventing Acts of Bullying and Cyber-bullying

It is the responsibility of the school administration and principals to make clear to students and staff that bullying or harassment in the school building, on school grounds, on the bus or school sanctioned transportation or at school sponsored functions will not be tolerated. School principals or their designees shall be responsible for the implementation of bullying prevention and intervention procedures, including investigating all charges of bullying, cyberbullying and/or retaliation. Bullying and Cyber-bullying are both addressed in the Parent Student Handbook and reviewed at the beginning of the school year with all students.

Violations of school and/or district policy and procedures will be addressed in conformance with existing disciplinary policies. In addition, all reporting, investigations and responses shall be consistent with local, state and federal law regarding anti-discrimination and the protection of civil and human rights. Consultation with district legal staff and representatives of local, regional and state law enforcement and justice agencies may be required to ensure the rights of targets/victims and aggressors/perpetrators are maintained.

BP 5132.2

Safety Plan Review, Evaluation and Amendment Procedures

The Alps View High School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in the Fall of each school year by the principal and site teacher.

Pursuant to Education Code Section 35294.6[a] An opportunity for public comment on this plan is provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Trinity High School Office or Trinity Alps Unified School District Office. Documentation of this meeting will be filed alongside the plan then recorded in Appendix B, and may include the meeting agenda, minutes and copies of materials provided for the plan presentation.

Safety Plan Appendices

Emergency Contact Numbers

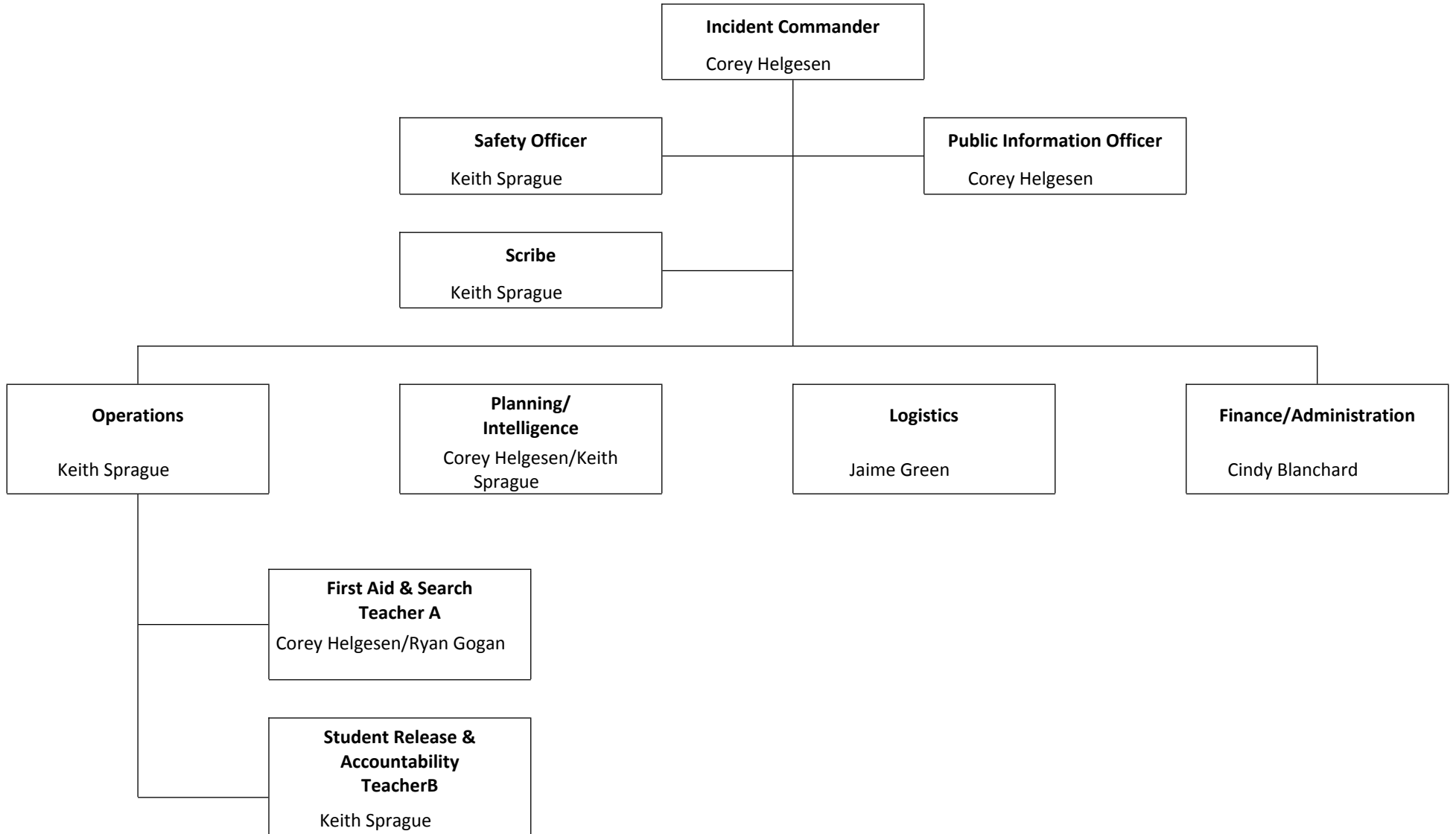
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Trinity County	911	Standard emergency number
Law Enforcement/Fire/Paramedic	Trinity County Sheriff	530-623-2611	Sheriff's Department
Law Enforcement/Fire/Paramedic	Probation	530-395-5006	School Resource Officer
Public Utilities	Public Utilities District	530-623-5536	PUD
School District	TAUSD	530-623-6104	District Office
Local Hospitals	Trinity County Hospital	530-623-5541	Local Hospital
City Services	Behavioral Health	530-623-1362	Mental Health Services

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Principal Review	5/1/2022	Annual Review

Alps View Continuation High 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, Operations, Logistics, and Finance/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

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 4 different types of responses to emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

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

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a major medical incident
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as an intruder on campus. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

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

Soft Lockdown: followed by “In Your Room or Area, Clear the Halls” and is used when the hallways need to be kept clear of occupants and staff. Secure: followed by the Directive: “Get Inside. Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.

Hard Lockdown: followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.

Evacuate: always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

Shelter: always followed by a type and a method and is the protocol for group and self protection.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. Be calm, direct, and clear in your announcements. Using the Standard Response Protocol, there are four different actions. These are communicated over the phone system and are kept simple.

Hold: Get students inside and lock the doors. Learning continues as normal. Adults ensure that the doors are locked and account for all students.

Shelter: Stay in the room; stay away from windows, stay away from bookshelves, filing cabinets or anything that may fall on a person. Remain in place and take appropriate precautions until the all clear is given. Typical for earthquake drills. Typically followed by an evacuation response.

Evacuate: Staff and students evacuate to a designated area. Teachers ensure that all students are out, doors are locked, and students are accounted for at designated safe zone. Notify administration if students are missing, indicate if extra students are present or if there are injuries requiring assistance. Return to classrooms when given the all clear and account for all students. Students, proceed in an orderly manner and stick together as a class.

Lockdown: Lock the doors, turn off the lights, get out of sight and be prepared to evade or defend. Adults recover students from outside, lock the doors and make sure the lights are off. Adults are in charge of the door. Students, move away from lines of sight (doors and windows), maintain silence and do not open the door.

Hazard Safety Strategy: depending on the hazard, any of the four responses may be taken. Direction will come from the site commander or operations.

Types of Emergencies & Specific Procedures

Aircraft Crash

The administrator or designee will initiate appropriate actions which may include, Shelter in place, or Evacuate depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

Animal Disturbance

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Hold, Secure or Lockdown depending on the situation and location of the animal.

Armed Assault on Campus

The administrator or designee will decide the appropriate response, which may include Lockdown or Evacuate depending on the situation and location of the incident; in addition to contacting local law enforcement.

Biological or Chemical Release

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

Bomb Threat/ Threat Of violence

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, or Evacuate. Law enforcement will be contacted immediately to help assist in the level of threat.

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of a serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Secure, Shelter, or Evacuate Bus.

Disorderly Conduct

This involves a student, staff member or visitor exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, or Evacuate. Depending on the level of disorderly conduct, the administrator or designee may contact law enforcement.

Earthquake

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which will likely be a shelter in place; may be followed by an evacuation.

Explosion or Risk Of Explosion

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Shelter, or Evacuate as well as contacting emergency services.

Fire in Surrounding Area

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

Fire on School Grounds

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

Flooding

In the event of a flood, the administration or designee will determine whether or not to institute one of the standard responses or call for a school evacuation.

Loss or Failure Of Utilities

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

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Hold, Shelter, or Evacuate and notify local emergency services.

Pandemic

In the event of a pandemic outbreak, the school administration, along with guidance from the school nurse and county health, will determine whether to continue face to face instruction or move to a distance learning format.

Psychological Trauma

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

Suspected Contamination of Food or Water

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

Tactical Responses to Criminal Incidents

Depending on the nature of the incident, the school administration may determine that one of the standard responses, such as shelter in place, hold, or lockdown, is necessary. The administration or designee will coordinate with local law enforcement, including the SRO if available.

Unlawful Demonstration or Walkout

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

Emergency Evacuation Map