Comprehensive School Safety Plan
SB 187 Compliance Document

2017-2018
School Year

School: Glacier Point Middle School

CDS Code: 10739650123943

District: Central Unified School District

Address: 4055 N. Bryan Ave.
Fresno, CA 93723

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Approved by:

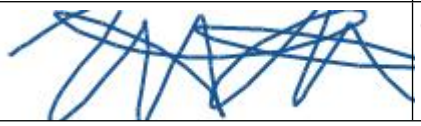
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Senate Bill 187: Comprehensive School Safety Plan Purpose

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 I, 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 the Glacier Point Middle School office.

Safety Plan Vision
To create a safe secure campus where students can achieve academically

Components of the Comprehensive School Safety Plan (EC 32281)

Glacier Point Middle School Safety Committee
District and Site administration
Certificated and Classified Staff

Assessment of School Safety
Glacier Point takes school safety seriously. Signs are posted for visitors to check in at the front office. There is always supervision for our students whenever they are on campus. When students arrive in the morning, during break, lunch, and after school teachers, admin, and support staff are assigned supervision stations. Student discipline data is reviewed on a regular basis by frequency of violations and location of violations. Supervision is adjusted as needed. Parent surveys and safety walks are used to better identify problem areas. All teachers are assigned duty stations on a rotational basis.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Glacier Point has embraced Positive Behavior Intervention and Support (PBIS) to maintain a high level of positive school culture and safety. We have very clear positive behavior expectations we call PAWS: Personal Best, Act Responsibly, Make Wise Choices, Show Respect. Everything we do revolves around these expectation. We also monitor bullying by providing "bully reports" and making certain students know what to do if they are bullied.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
AR 5141.4 CENTRAL UNIFIED SCHOOL DISTRICT
Child Abuse Prevention and Reporting

Definitions
Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
   (cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
   (cf. 5144 - Discipline)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, against victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report
   Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)
   Fresno County Welfare Department
   Protective Services Division
   (559) 255-8320

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

2. Written Report
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

   The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.
   Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
   a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
   b. The child's name and address, present location and, where applicable, school, grade, and class
   c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting
Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training
Training of mandated reporters shall include child abuse and neglect identification and mandated reporting. (Penal Code 11165.7)
Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5145.7 - Sexual Harassment)

Victim Interviews
Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

However, it is unconstitutional for law enforcement officials to interview a student on school grounds regarding allegations of child abuse without a warrant, court order, exigent circumstances, or parent/guardian consent.

The principal or designee should request that law enforcement certify that appropriate legal authority exists and the principal maintain a record of student interviews.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer
When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.
(cf. 5145.11 - Questioning and Apprehension)

Parent/Guardian Complaints
Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.
(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.
(cf. 1312.3 - Uniform Complaint Procedures)

Notifications
The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:
1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation approved: 9/00
Regulation revised: 9/20/05; 6/5/08; 11/29/11

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters
Fresno County

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
§48900 Student Suspension

A pupil shall not be suspended from school unless the superintendent or the principal of the school in which the pupil enrolls determines that the pupil has:

(a) 1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
2. Willfully used force or violence upon the person of another, except in self defense.

(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any 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 designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or any intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Ch. 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any 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 any 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 any 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 or "replica" of 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 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 as defined in section 32050 of the Education Code.

(r) Engaged in an act of bullying, including but not limited to, 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) Aided or abetted the infliction or attempted infliction of physical injury to another person.

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

School Districts may adopt board policy authorizing a teacher to require a parent of a pupil, suspended for violating E.C. 487900 (i) or E.C. 48900 (k), to attend a portion of the school day in the classroom. Parents shall be notified of this policy prior to its implementation (E.C. 48900.1). 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 any of the following acts or misconduct:

(a) Pupils in grades 4-12 inclusive who engage in sexual harassment as defined in section 212.5 of the Education Code (E.C. 48900.2).

(b) Pupils in grades 4-12 inclusive who caused, threatened to cause, or participated in hate violence (E.C. 48900.3).

(c) Pupils in grades 4-12 inclusive who intentionally engaged in harassment, threats or intimidation, directed against school district personnel or pupils (E.C. 48900.4).

(d) Making terroristic threats against school officials or school property or both (E.C. 48900.7).

§48915 Student Expulsion

Mandatory Expulsion Recommendation and Mandatory Expulsion

The Principal or Superintendent shall immediately suspend and recommend expulsion, and the governing board shall expel, for any other following acts committed at school or at a school activity off school grounds:

1) Possession, Selling or Furnishing a Firearm – possession must be verified by district employee; this subdivision does not apply if the student had a written permission to possess firearm from certified employee (i.e. Civil War replicas);
2) Brandishing a Knife at Another Person – as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place; or a razor with an unguarded blade;
3) Sale of a Controlled Substance;
4) Committing or Attempting to Commit Sexual Assault or Committing Sexual Battery;
5) Possession of an Explosive – as defined in this section, "explosive" means "destructive device" as described in Section 921 of the Title 18 of the United States Code. [E.C. 48915 (c), (g)]

Mandatory Expulsion Recommendation but Discretionary Expulsion

The Principal or Superintendent shall recommend expulsion, unless inappropriate under the circumstances, for any of the following acts committed at school or at a school activity off school grounds:

a) Causing Serious Physical Injury (except in self defense);
b) Possession of Any Knife or Other Dangerous Object;
c) Possession of Any Controlled Substance (except for first offense of possession of not more than one ounce of marijuana);
d) Robbery or Extortion;
e) Assault or Battery Upon a School Employee

The governing board may expel for these violations but only on finding that other means of correction are not feasible or have repeatedly failed or that due to the nature of the act the student's presence creates continuing danger to the physical safety of the student or others. [E.C. 48915 (a), (b)]

Discretionary Expulsion Recommendation and Discretionary Expulsion

The Principal or Superintendent may recommend expulsion, and the governing board may expel, for violations of E.C. 48900 (a) – (e), but only on the governing board's finding that other means of correction are not feasible or have repeatedly failed or that, due to the nature of the act, the student's presence creates continuing danger to the physical safety of the student or others. [E.C. 48915 (b)]

The Principal or Superintendent may recommend expulsion, and the governing board may expel, for violations of E.C. 48900 (f) – (q), or sections 48900.2, 48900.3, 48900.4, or 48900.7, at school or at a school activity off school grounds, but only on finding that other means of correction are not feasible or have repeatedly failed or that, due to the nature of the act, the student's presence creates continuing danger to the physical safety of the student or others. [E.C. 48915 (e)]

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
AR 4158 EMPLOYEE SECURITY

Notice Regarding Student Offenses Committed While Under School Jurisdiction
The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)
(cf. 5125 - Student Records)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction
When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)
(cf. 3515.3 - District Police/Security Department)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses
In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

AR 4158 EMPLOYEE SECURITY: In compliance with Education Code 49079, Administrative Regulation 4158 directs the district to notify teachers of students who have committed offenses during the previous three years which are grounds for suspension or expulsion. This information is based upon records the district maintains in the regular course of business or records received from a law enforcement agency.

This notification is accomplished in Central Unified School District by recording information about student misconduct resulting in discipline in the Aeries student database. Every discipline entry which records a suspension or expulsion under Education Code 48900 automatically triggers a Safe School Act warning date in the discipline screen. This date appears in red right above the student discipline history. Every student who receives such a warning date is then automatically tagged with a red asterisk on the Aeries ABI attendance screen. Thus, when a teacher takes roll every day, s/he is alerted by a red asterisk next to the student's name indicating that such an offense has occurred in the previous three years. The teacher can then switch over to the Aeries discipline screen to see the details of the offense. Also, when students are suspended, it is appears in the attendance screen as "SUS" thus alerting the teacher to check the discipline screen for more details on the reason for the suspension. In this manner, teachers are informed of every student who has committed offenses resulting in suspension or expulsion during the previous three years.

For students who are arrested outside of school and are processed through Superior Court and Juvenile Hall, the district receives a notification from Superior Court. Student Services then sends a copy of that notification to the Principal of the school with a directive to make the information available to the student's teachers and counselor for viewing.

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

Student/Parent Procedures and Guidelines on the Prevention of Sexual Harassment and Bullying
The Central Unified School District is committed to making all campuses safe and caring places for all students. We will treat each other with respect and we will not tolerate bullying and intimidation based upon disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one of more of these actual or perceived characteristics.

Sexual Harassment
Definition: Sexual harassment is prohibited by Education Code 48900.2. (4 -12)
For the purposes of Central Unified School District's policy, sexual harassment is defined as:

The unwelcome advances of a sexual nature, request for sexual favors, and other verbal, visual, or physical conduct perceived to be of a sexual nature.

Prevention/Intervention: Awareness of what sexual harassment is and its impact, as well as how it is to be dealt with, will take place through education and reinforcement of socially-appropriate behavior. Students in grades 4-6 will attend an assembly at the beginning of each semester to review the Code of Conduct.

Reporting Methods:
- If a parent/guardian of a student believes that the student has been subjected to sexual harassment, he or she should bring the matter to the attention of a staff member. This should be done in writing.
- Every student who experiences sexual harassment is encouraged to report it to a staff member immediately.
- Any staff member of Central Unified School District who receives a student report of sexual harassment shall notify the office as soon as possible, but no later than the close of the school day.

Action:
- When incidents of sexual harassment or intimidation are verified, action must be taken that is designed to create a learning experience, and ensure that the prohibition against sexual harassment is enforced. The emphasis is on providing support for the student who has been harassed as well as supporting the student bullying by working with them to modify their behavior. Positive intervention that demonstrates appropriate behavior is a key component of this support.
- Sexual Harassment can take many forms and can vary dramatically in its seriousness, and its impact on the victim and other students. Conduct that rises to the level of sexual harassment as defined above will warrant disciplinary action in accordance with the School Discipline Plan and law enforcement may be contacted.

- Students who repeatedly engage in sexual harassment will be recommended for suspension or expulsion, revocation of transfer, and referral to the local law enforcement authorities.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
BP 5132 (a) District Dress Code Policy
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. The Governing Board believes that education is one of the most important functions of state and local governments and that only by integrating children of various races, colors, cultural, ethnical and environmental backgrounds can the public schools become the effective "marketplace of ideas" for the benefit of all students. Common sense dictates that some uniform regulations are necessary in order to maintain order, spirit, scholarship, pride, and discipline in the operation of such a school district.

The Governing Board recognizes that students' mode of dress and grooming is a manifestation of their personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding appearance, except when choices affect the educational program of the schools. It is recognized that any apparel which draws undue attention to the wearer tends to detract from the education process and is therefore inappropriate. Good taste and good grooming are a part of learning for all students. It is the mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from the standard of appropriateness. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel
The Governing Board will establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code will be included as part of the District safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

The Governing Board will require school principals to develop a school spirit attire plan, i.e. designated plaid, logo shirts, etc., and include in their site annual student/parent handbooks. All coaches will establish consistent dress for athletes on game days.

The Governing Board will annually receive AR 5132 six months before each new school year as an information item and direct staff to communicate any changes to the public through school newsletters and other related vehicles.

AR 5132 Dress Code
STUDENTS

Dress and Grooming (K-12)
In cooperation with teachers, students and parents/guardians, the Governing Board shall establish rules governing student attire which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.
(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

A School is a place where the best possible educational environment must be created and maintained. Appropriate dress and grooming are necessary in order to maintain order, provide a safe school environment, and promote discipline. The Board of Trustees encourages pupils to dress appropriately for school. The Board believes that pupils should be neatly and cleanly dressed. Dress or grooming that draws undue attention to the wearer or detracts from the educational process is unacceptable.

B. The Board finds that gangs, gang-related apparel, and gang-related activities create a clear and present danger of disrupting the educational process and create a hazard to the health and safety of the school environment. These regulations prohibit the wearing or displaying of gang related apparel, insignia, or other gang identifiers. The Board finds that such regulations are necessary for the health and safety of the school environment. As used in these regulations, a "gang" is two or more people who form an allegiance for a common purpose which includes engaging in, individually or collectively, a pattern of acts that may be

threatening, disruptive, or criminal, and which may include such behavior as intimidation, threats, or violence. Gang related apparel" is defined as any item of clothing, accessory, jewelry, or manner of grooming which, by virtue of its color, arrangement, trademark or other attribute, denotes membership in or affiliation with gangs.

C. This dress code applies to both sexes and will be enforced at school sites, at school functions, and on school buses. The dress code is adopted to promote standards of dress and grooming that promote a safe school setting conducive to a positive learning environment. These regulations are intended to prohibit student dress or grooming practices which:
   (1) present a hazard to the health or safety of the student or others;
   (2) interfere with school work, create disorder, or disrupt the educational program;
   (3) cause excessive wear or damage to school property;
   (4) prevent the student from achieving educational objectives (e.g., blocked vision or restricted movement);
   (5) incite pupils so as to create a clear and present danger of school disruption or the commission of unlawful acts;
   (6) conflict with this Board's philosophy and goals on the prevention of drug abuse and gang activity.

D. Nothing in this code is to be interpreted to limit the District's responsibility and obligation to enforce unique safety and health requirements (e.g., shop and food situations). Based on the premise that certain ways of dress can be a safety and/or health hazard and can also be a distraction from learning, the following policy on dress will be in effect throughout Central Unified School District. Please note that this dress code is for both sexes, and it will be enforced consistently and fairly at school and at all school sponsored functions and events.
   (1) Pupils must dress safely. For example, shoes must be worn at all times at school or during school hours.
      A. Clothes shall be no more than one size larger or one size smaller than the student's regular clothing size. Shirts may not hang beyond mid thigh.
      B. All clothing must be worn as its design was traditionally intended.
      C. Flip flop sandals may not be worn by K-6 students. All K-6 students must wear shoes with a back strap.
   (2) Pupils must dress appropriately for educational activities in which they will participate.

   A. Oversized "Baggy" clothes may not be worn, including but not limited to (shirts, pants, jackets etc.) Pants must not exceed an excess of six inches of material at the knee. All pants and shorts must fit at the waist, crotch, and inseam. The length of pants may not exceed 2" beyond the student's measured inseam. NO SAGGING OF THE PANTS IS ALLOWED.
   B. All pants, shorts, skirts, skorts, culottes, and dresses must be properly hemmed.
   C. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions. Clothing must be in good condition and not showing excessive wear or exposing skin.
   D. Dresses, skirts, skorts, and shorts must be at least mid-thigh lengths. Shorts can only be a maximum of six inches above the knee (shortest) and/or finger length. No spaghetti strap dresses or tops allowed unless there is an approved top underneath or over; must have appropriate neckline. Students, who participate in pep and cheer, when required by their advisor to wear their uniforms, may wear their cheer outfits without violation of this provision.
   E. Clothes must be sufficient to conceal undergarments at all times. Underwear-type sleeveless shirts, see-through, fishnet, or other attire which exposes the body in a sexually suggestive manner, bare midriffs, tube tops, tank tops, or halter tops, etc. are not acceptable. Shoulder straps on tops worn by females must not be less than two inches (2”) in width, and any apparel determined by District personnel to be too revealing is not acceptable.
   F. Outerwear may be sweatshirts, sweaters, or jackets only. No shirts may be worn as outerwear. Designer sweatshirts/sweatpants (running outfits) are acceptable.
   G. Bib overalls and shortalls must have both straps attached to the front of the garment as designed.
   H. No leggings or tights may be worn unless they are worn beneath dresses, skirts, skorts, shorts, or culottes.
   I. Hats and specified caps (such as baseball caps, watch caps, winter knit caps, and beanie style caps) may be worn as sun-protective clothing while outdoors. Hats and caps may also be worn to protect against inclement weather. The school may regulate the type of hat and cap as to colors and designs to comply with other Central Unified School District Dress Code guidelines. Hats must be worn facing forward and must not be worn inside school facilities or in classrooms (refer to Dress and Grooming (K-12)
      (C).) This dress code applies to both sexes and will be enforced at school sites, at school functions, on school buses and at all school related activities).Students and parents are advised to consult with the administration at the school of attendance in this regard, prior to purchasing or wearing hats and caps.
   J. Bandanas are not allowed.
   K. Dark glasses shall not be worn in classrooms, offices, or other buildings unless a documented, related health problem exists.
   L. Belts must fit properly, go through the belt loops, and may not hang. Brass belt buckles having cut out initials are not permitted.
   M. Pajama bottoms may not be worn at school unless a designated school spirit day has been declared by site administration on a specific date.

1. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing or jewelry that advocate racial, ethnic, or religious prejudice, or other unlawful acts, or the use of tobacco, drugs, or alcohol are prohibited.
    a. Clothing that depicts college or professional sport logos/mascots is
        i. prohibited.(e.g. C.S.U.F. Bulldogs, Georgetown, Hoyas, Raiders, etc. attire is not allowed.). Clothing that depicts the names, insignias, or logos associated primarily with college or university academic programs and is not associated with gangs or otherwise conflict with the standards of acceptable apparel is permitted (e.g. C.S.U.F., Stanford, Harvard, etc.).
    b. Backpacks shall be neat, clean, and free of any student writing except
        i. students proper name may be displayed once for identification purposes.
2. Earrings are to be worn in ears only. No facial or tongue piercing is allowed.
3. Hair style shall be clean and neatly groomed. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. unusual designs, colors, symbols, razor cuts, and the like.)
4. Attire that may be used as a weapon may not be worn (e.g. steel-toed boots, chains, items with spikes or studs, etc.)
5. Pupils shall not display any material or paraphernalia which incites a disruption of the school process or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of District or school site policies or rules.
6. Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute denotes membership in or affiliation with gangs. In case of doubt as to whether an item is gang related, the principal or designee will consult with law enforcement or other school personnel with expertise in gangs.
7. Any apparel, hairstyle, cosmetics, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern or tends to detract from the education process, is prohibited.
8. All tattoos must be covered at all times.

Limited written exceptions to the district dress code policy may be made by the principal for special days, special events, or other unusual circumstances. Copies of this policy shall be given to students. Student violations of these regulations are deemed willful defiance of the valid authority of the school principal, punishable as follows:

a. First Offense:
    1) Verbal warning and counseling/Parent notification;
    2) The parent will be notified to bring acceptable clothing or the student will be supplied with a suitable garment from the site, if available;
    3) Documentation of incident;
    4) Parent/Student will be given a copy of dress code regulation as reference for future use. Parent must sign the form and the student must return the signed form on the following day. If the student does not return the form, he/she will have up to one day in the Responsibility Center (7-12) or abbreviated recess (K-6).
b. Second Offense:
    1) Parent Conference (verbal phone or in person);
    2) Parent will be notified to bring acceptable clothing or the student will be supplied with a suitable garment from the site, if available;
    3) One day in the Responsibility Center (7-12) or abbreviated recess (K-6);
    4) Documentation of incident;
    5) Parent/Student will be given a copy of dress code regulation as reference for future use.
c. Third Offense:
    1) Parent Conference;
    2) The parent will be notified to bring acceptable clothing or will be supplied with a suitable garment from the site, if available;
    3) One day Responsibility Center (7-12) or abbreviated recess (K-6) and one day Saturday school;
    4) Parent/Student will be given a copy of the dress regulations as a reference for future use or will acknowledge his/her prior receipt of dress code regulations.
d. Fourth Offense:
    1) Parent conference;
    2) One to five days suspension;
    3) Student contract.
e. Fifth Offense:

1) Parent conference;
2) One to five days suspension and possible recommendation for alternative placement or expulsion.

Legal Reference:
EDUCATION CODE sections 35183, 35291.5, 48900, 48907, and48950; 5
CODE OF REGULATIONS, Section 302
Regulation approved: June 28, 1984;
Revised: January 9, 1996; May 28, 1996; February 24, 1998; September 14, 1999; 1/22/02;
5/20/05; 5/09/06; 03/27/07, 2/26/08, 2/24/09, 3/10/09

§35183-35183.5 Dress Code/Use of Sunscreen
Authorizes a school district to adopt a reasonable dress code that requires pupils to wear a school wide uniform or prohibits the wearing of gang related clothing. Each school will also allow for the outdoor use during the school day, articles of sun protective clothing, including, but not limited to hats. Each school site shall allow pupils the use of sunscreen during the school day without a physician's note or prescription. Each school site may set policy related to the use of sunscreen by pupils during the school day. For purposes of this subdivision, sunscreen is not an over-the-counter medication.

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

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for: Identifying the population of people with disabilities, determining proper signage and equipment, training staff to assist individuals with disabilities, and coordinating with emergency response personnel.

B. Planning: It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

C. On-Campus Evacuation/Assembly Location: Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff. (See map below)

D. Off-Campus Evacuation/Assembly Location: Determine if there is a facility close to your school that can potentially house your staff and student body. Develop safe route to site(s).

E. Prior to an event: a) Identify off-campus evacuation sites, b) Establish a memorandum of agreement with the evacuation site(s). c) Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Central Unified Football Stadium
Organization: Central Unified School District
Address 4200 N Grantland
Contact 274-4700 Paul Birrell
Phone [redacted]
Date of Agreement: 8-24-2017

Secondary Off-Site Evacuation/Assembly Location: Harvest Elementary School

Organization: Central Unified School District

Address: 6514 W Gettysburg

Fresno 93723

Contact: Julie Schafer

Phone 559-271-0420

Date of Agreement: 8-24-2017

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures (Appendix D).

C. Staff Training: a) Personnel new to the district receive training on the emergency procedures as a routine part of their new-teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure. b) All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year.

D. Daily Ingress/Egress Routes (see map below)

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

Component:
We use PBIS

Element:
PAWS (Personal Best, Act Responsibly, Wise Choices, Show Respect)

Opportunity for Improvement:
Monitor Tier 1, 2, 3 RTI model with interventions at each tier

Objectives	Action Steps	Resources	Lead Person	Evaluation
To monitor and improve expected behaviors at each identified location on campus to improve student performance.	By implementing CICO, after school PAWS Academy, and Restorative Justice strategies.	Various PBIS documents and procedures as well as site created processes	Adam Hogan, Vice Principal Issac Fergoso, Vice-Principal	Regular monitoring of student behavior data to determine effectiveness of school wide interventions.

Component:
Bully Prevention

Element:
Student education on how to handle bullying. Telling students how to stop it from happening to them.

Opportunity for Improvement:
Educate students on PAWS and teaching students through role playing in bullying situations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Give students steps to follow when being bullied	Put up your hand and tell them to stop. If it continues tell an adult and fill out a "bully report"	Adults on campus	Adam Hogan, Vice Principal Issac Fergoso, Vice-Principal	SWIS data and a decrease in received bully reports

Component:
Active Supervision at all times

Element:
Safe School plan and rotating adult supervision duty schedule.

Opportunity for Improvement:
To have constant supervision at all locations all the time

Objectives	Action Steps	Resources	Lead Person	Evaluation
To have a safe campus at all times	To have all areas populated by students supervised by an adult whenever students are out of the classroom	Teachers, Admin, Aides,	Adam Hogan, Vice Principal Isaac Fergoso, Vice-Principal	SWIS data reports

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

Glacier Point Middle School Student Conduct Code

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.1 - Bus Conduct)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

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

   (cf. 5131.7 - Weapons and Dangerous Instruments)
   (cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. "Bullying/Cyberbullying" includes communications made orally, in writing or by means of an electronic act, and includes one or more acts committed by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation, directed toward one or more pupils that has or can be reasonably predicted to cause fear and have an impact on a student's physical and mental health, academic performance, or a student's ability to participate in school and school activities.

   "Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device, including the creation of "burn pages" (internet websites created for the purpose of having one or more of the effects of bullying), the credible impersonation of a pupil (knowingly and without consent impersonating a pupil for the purpose of bullying that pupil and such that another pupil would or has reasonably believed that the pupil was or is the pupil who is being impersonated), and/or a false profile (creating a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile) on the internet or social networking sites.

   (cf. 5131.2 - Bullying)
   (cf. 5145.3 - Nondiscrimination/Harassment)
   (cf. 5145.7 - Sexual Harassment)
   (cf. 5145.9 - Hate-Motivated Behavior)
   (cf. 5131.4 - Student Disturbances)

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

5. Possession or use of a laser pointer, unless used for a valid instructional or other schoolrelated purpose, including employment

   Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

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

   (cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in schoolwork or on tests

   (cf. 5131.9 - Academic Honesty)
   (cf. 6162.54 - Test Integrity/Test Preparation)
   (cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

   (cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

   (cf. 5113 - Absences and Excuses)
   (cf. 5113.1 - Chronic Absence and Truancy)

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

    (cf. 5112.5 - Open/Closed Campus)

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

    (cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

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

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

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

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf.5127 - Graduation Ceremonies and Activities)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf.6184 - Continuation Education)
(cf. 6185 - Community Day School)

Possession/Use of Cellular Phones and Other Mobile Communications Devices During Instructional Time

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. Parents/guardians must provide the documentation to school site administration. (Education Code 48901.5)

When authorized by site administration, permitted devices shall be utilized in alignment with the Instructional Action Plan and/or District Technology Master Plan. At all other times devices must be turned off during class time and at any other time directed by a district employee. Use of these devices must not disrupt the educational program or school activity.

Permitted devices may include, but not limited to, pagers, cellular/digital telephones, as well as other mobile communications devices including but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

Students may not possess or use digital media players, compact disc players, IPODs or other musical devices, portable game consoles, cameras, digital scanners, and laptop computers without written approval from school site administration.

When authorized by site administration, permitted devices shall be utilized in alignment with the Instructional Action Plan and/or District Tech Plan. At all other times devices must be turned off during class time and at any other time directed by a district employee. Use of these devices must not disrupt the educational program or school activity.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall implement the following assertive discipline steps below.

Assertive Discipline K-6 –K-8

Consequences for improper use of mobile communications devices and prohibited devices:

1st Offense: Warning, documented, confiscation of item, return device to student at end of the school day

2nd Offense: Documented, confiscation of item, returned to parent

3rd Offense: Documented, confiscation of item, returned to parent, lunch detention/Responsibility Center

4th Offense: Documented, confiscation of item, returned to parent, one day Responsibility Center /Saturday School /Student Contract

5th Offense: Documented, confiscation of item, returned to parent, one to three day Responsibility Center/Saturday School

6th Offense: Documented, confiscation of item, returned to parent, three to five days Home Suspension, potential recommendation for alternative placement

Assertive Discipline Steps 7-12

Consequences for improper use of mobile communications devices and prohibited devices:

1st Offense: Warning, documented, confiscation of item, return device to student at end of the school day

2nd Offense: Documented, confiscation of item, returned to parent, one day Responsibility Center/lunch beautification

3rd Offense: Documented, confiscation of item, returned to parent, one day Responsibility Center/lunch beautification/Saturday School, Student Contract

4th Offense: Documented, confiscation of item, returned to parent, one to three day Home Suspension and Saturday School

5th Offense: Documented, confiscation of item, returned to parent, three to five days Home Suspension, recommendation for Alternative Placement

(cf. 5145.12 - Search and Seizure)

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
32280-32289 Comprehensive safety plan
35181 Governing board authority to set policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension and expulsion
51512 Prohibition against electronic listening or recording device in classroom without permission
CIVIL CODE
1714.1 Liability of parents and guardians for willful misconduct of minor
PENAL CODE

288.2 Harmful matter with intent to seduce
313 Harmful matter
417.25-417.27 Laser scope or laser pointer
647 Use of camera or other instrument to invade person's privacy; misdemeanor
653.2 Electronic communication devices, threats to safety
VEHICLE CODE
23123-23124 Prohibitions against use of electronic devices while driving
CODE OF REGULATIONS, TITLE 5
300-307 Duties of students
UNITED STATES CODE, TITLE 42
2000h-2000h6 Title IX, 1972 Education Act Amendments
COURT DECISIONS
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
New Jersey v. T.L.O., (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Bullying at School, 2003

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
Center for Safe and Responsible Internet Use: http://cyberbully.org
National School Boards Association: http://www.nsba.org
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education: http://www.ed.gov

Policy adopted: 4/10/84
Policy revised: 10/05; 4/28/09; 1/10/12; 10/9/12

(J) Hate Crime Reporting Procedures and Policies

Glacier Point Middle School's Bullying Prevention Policies/Programs
GP students are instructed to take control of bullying and try to make it stop on their own by telling the bully to stop while holding their hand up. If bullying continues they are taught to tell an adult and come to the office and fill out a "bully report". GP also participates through the Activities class and Leadership in Bully Awareness week. Students sign anti bully pledges and those pledges are posted on campus for all to see. Also each year GP has a motivational speaker come and emphasize an anti bullying environment.

Harassment Policy

Student/Parent Procedures and Guidelines on the Prevention of Hate Violence, Sexual Harassment and Bullying
The Central Unified School District is committed to making all campuses safe and caring places for all students. We will treat each other with respect and we will not tolerate bullying and intimidation based upon disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one of more of these actual or perceived characteristics.

Hate Violence

Definition: Hate violence is in violation of Education Code 48900.3. It is defined as the willful interfering with or threatening of another person's personal or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Verbal threats of violence when the perpetrator has the ability to carry out the threat are also considered acts of hate violence.

Prevention/Intervention: Awareness of what hate violence is and its impact, as well as how it is to be dealt with, will take place through education and reinforcement of socially-appropriate behavior. Students will attend an assembly at the beginning of each semester to review the Code of Conduct.

Reporting Methods:

- If a parent/guardian of a student believes that the student has been subjected to hate violence, he or she should bring the matter to the attention of a staff member. This may be done verbally or in writing.
- Every student who experiences, or is a witness to hate violence is encouraged to report it to a staff member
- Any staff member of Central Unified School District elementary schools who witnesses an act of hate violence or receives a student report of hate violence shall notify the site principal as soon as possible, but no later than the close of the school day.

Action:

- When incidents of hate violence are verified, action must be taken that is designed to create a learning experience, and ensure that the prohibition against hate violence is enforced. The emphasis is on providing support for the student who has been the victim as well as supporting the student engaged in hate violence by working with them to modify their behavior. Positive intervention that demonstrates appropriate behavior is a key component of this support.
- Hate violence can take many forms and can vary dramatically in its seriousness, and its impact on the victim and other students. Accordingly, there is no one prescribed response to verified acts of hate violence. Conduct that rises to the level of hate violence as defined above will warrant disciplinary action in accordance with the Central Unified School District Discipline Plan.
- Students who engage in hate violence will be recommended for further intervention, school disciplinary action which may lead to suspension or expulsion, revocation of transfer, and/or a referral to the local law enforcement authorities.

Safety Plan Appendices

Site Communications Plan Reminder:

In the event the internet is not operational, preventing site based communication via intercom, internet or district telephone systems (V.O.I.P.), the following methods of communication should be utilized:

1) Radios – It is recommended that every classroom have a radio, or a radio be placed in pods at all school sites. The cost of purchasing additional radios to make sure you have sufficient campus coverage is the responsibility of each site.
2) Cell Phones - As recommended in your School Site Safety Plan, all key safety plan staff have each other's cell phone numbers.
3) PhoneTree - As recommended in your School Site Safety Plan, you should have a phone tree with each staff member's personal cell phone number in case the above school site communication systems are not functioning. The utilization of a phone tree will provide a prompt, expedited method of communication.
4) Please consider utilizing one of the various applications available via the internet that allow you to communicate with all of your teachers via their cellular phones through the typing of one message, i.e. Remind.

This memorandum is to be added to your School Site Safety Plan. Additionally, it should be shared with staff and incorporated as a part of your safety plan trainings throughout the school year.

CENTRAL UNIFIED SCHOOL DISTRICT/CWA

Safe Schools/Classroom Flipchart

911

Emergency Response Sheet

If possible, call from a stationary phone. Calls from a "Cell Phone" may go directly to the Highway Patrol first and may take longer for crisis response!

Emergency Phone Numbers	DO/DEPT Contacts
Fresno Police Dept. 621-7000	**Student Services/CWA** 274-4700 Ext. 63122
Sheriff's Dept. 600-8401	**Public Info. Officer** 274-4700 x 63119
Poison Control 1-800-222-1222	**Operational Services** 276-9560 x 63102
Fresno City Fire Dept. 621-4199(bus) **Fresno County Fire Dept.** 294 – 2009	**Transportation** 275-9734
North Central Fire Dept. (County) 621-4333(drill) or 275-5531(business)	**Superintendent** 274-4700 x 63150

When calling in a major emergency to the police department, state the following:

1. Dispatcher will ask: "Do you have an emergency?" (when the phone is answered) Tell the dispatcher "Yes".

2. I am calling from : (Name of School/Site)

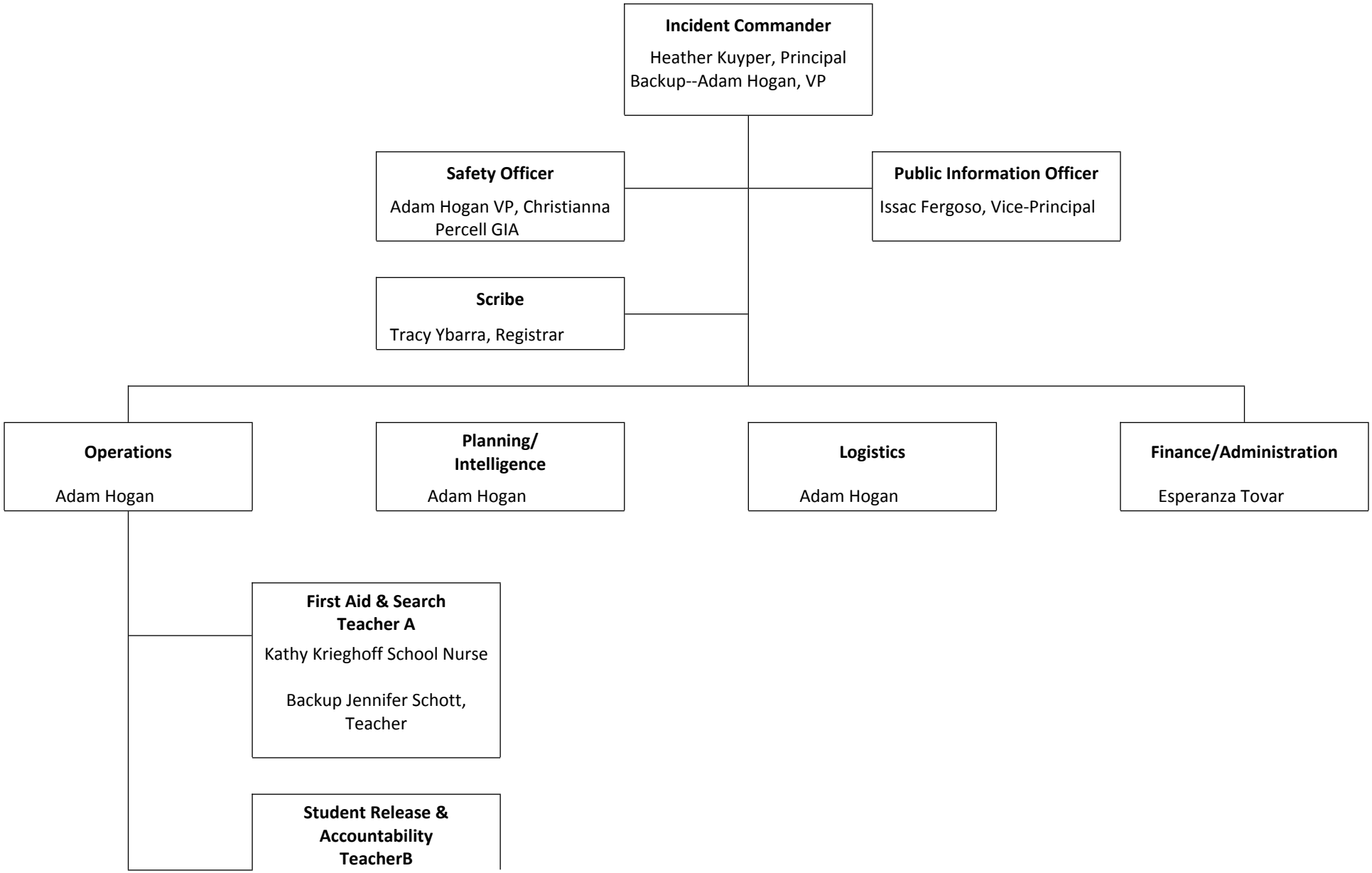
   Note: Your school's address and phone # will come up on the police department's computer screen on a 911 call. Just give the name of the school.

3. My name is: (State your name)

4. I am: (State your position)

5. I am reporting: (Describe the emergency – be specific): Be prepared to give the following:
   a. What's happening?
   b. Suspect, locations, Room # and brief description of where it is, i.e., north, south, east, west portion of the campus or building;
   c. Suspect descriptions, i.e., hair, clothing, ethnicity, height, weight.
   d. If you are not at risk, then stay on the line.
   e. If there are any questions, the Dispatcher will ask as needed.

Glacier Point Middle School Incident Command System



	Christianna Percell, GIA Tommy Martinez Librarian

Incident Command Team Responsibilities

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

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

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

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

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

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

Emergency Response Guidelines

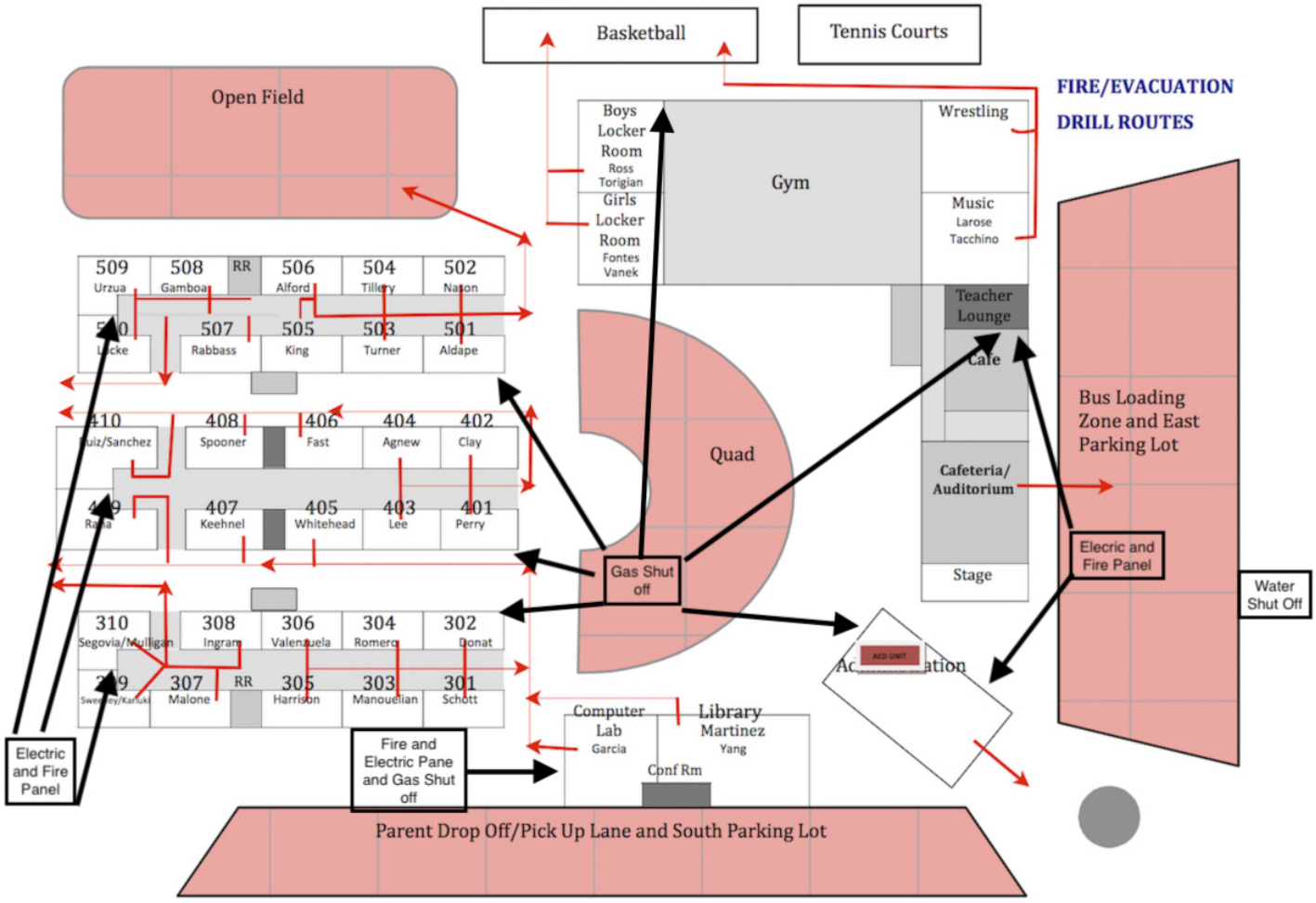
Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

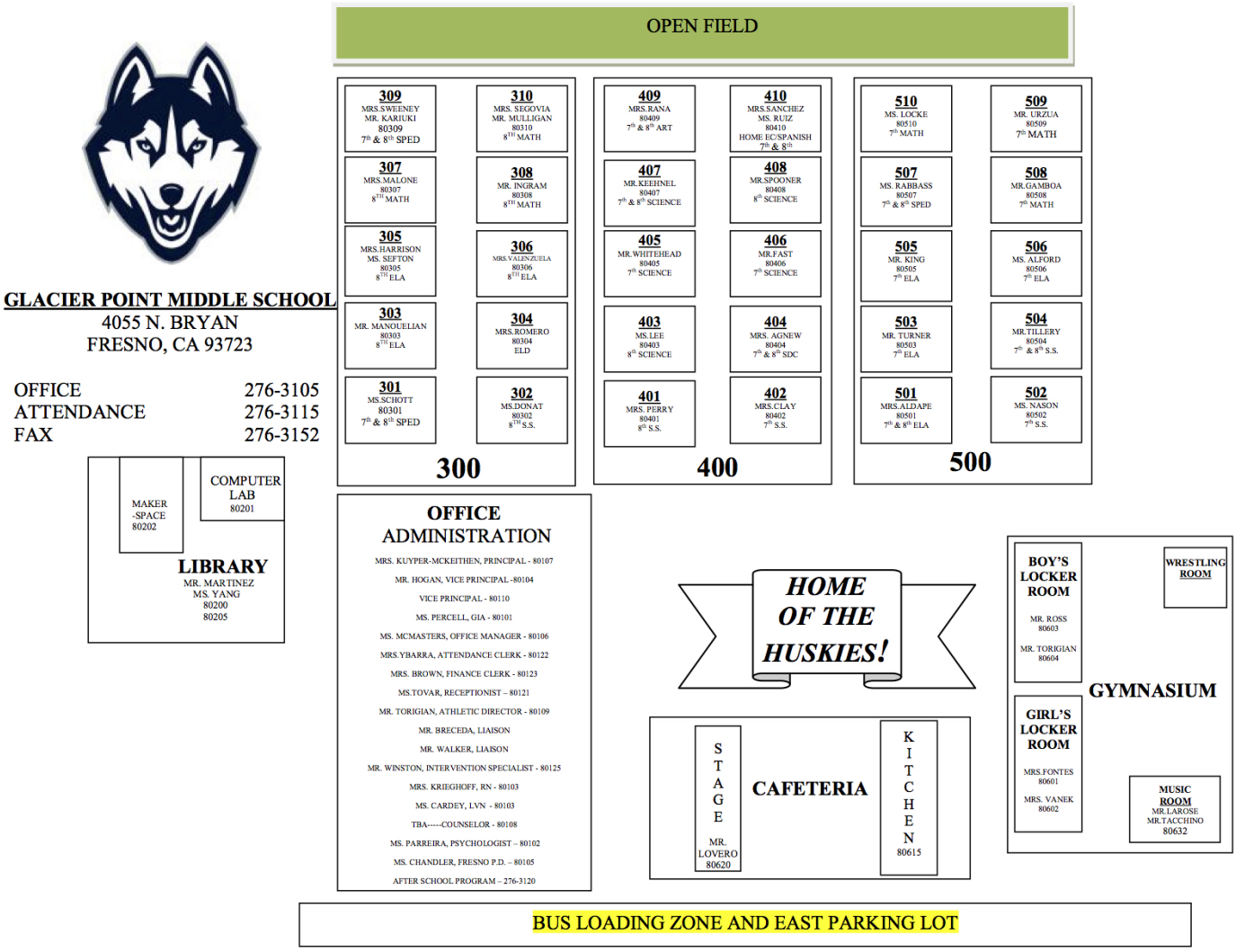
Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

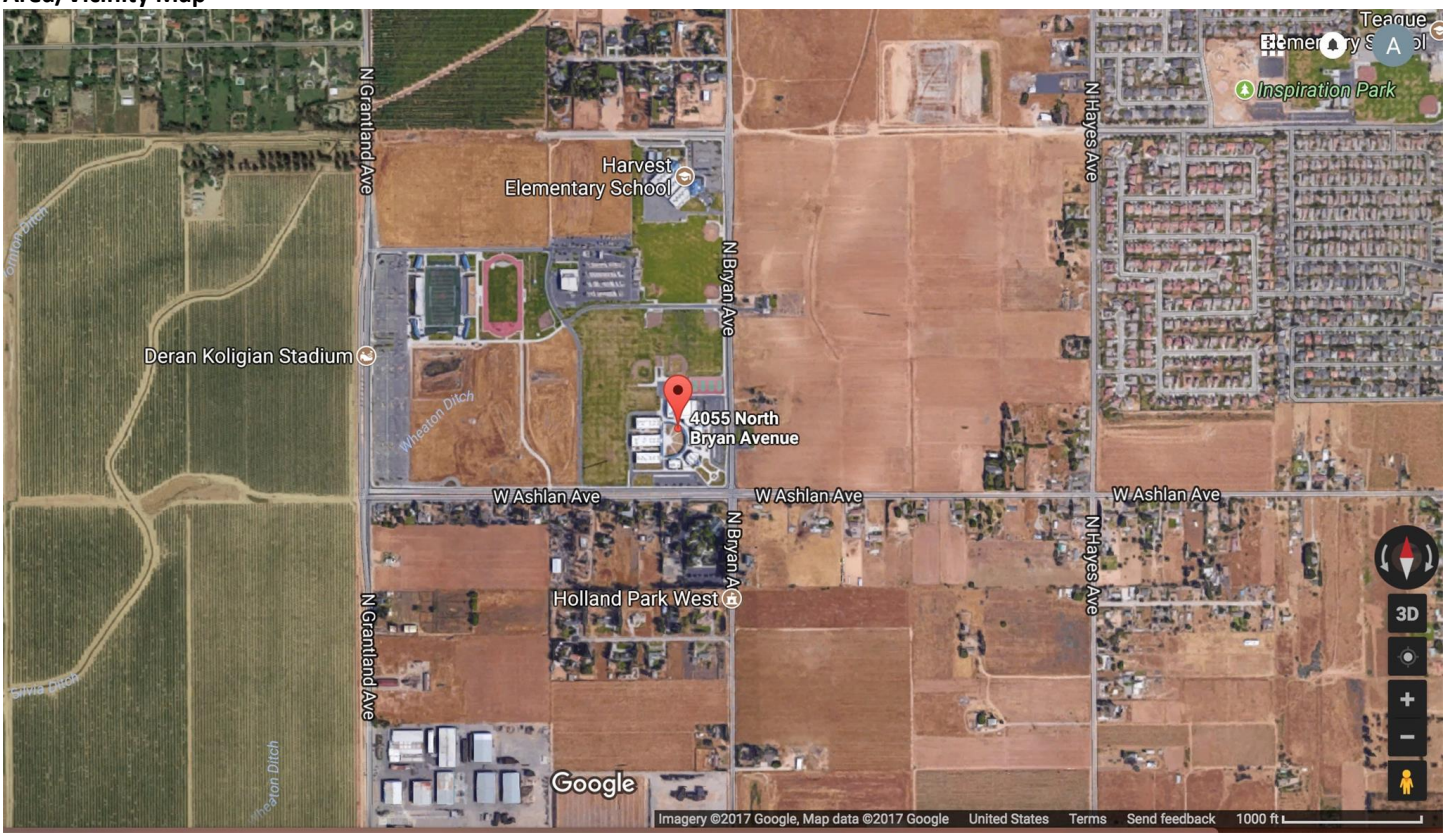
Emergency Evacuation Map



Site Map


OPEN FIELD
309 MRS.SWEENEY MR. KARIUKI 80309 7th & 8th SPED
310 MRS. SEGOVIA MR. MULLIGAN 80310 8TH MATH
307 MRS.MALONE 80307 8TH MATH
308 MR. INGRAM 80308 8TH MATH
305 MRS.HARRISON MS. SEFTON 80305 8TH ELA
306 MRS.VALENZUELA 80306 8TH ELA
303 MR. MANOUELIAN 80303 8TH ELA
304 MRS.ROMERO 80304 ELD
301 MS.SCHOTT 80301 7th & 8th SPED
302 MS.DONAT 80302 8TH S.S.
300
409 MRS.RANA 80409 7th & 8th ART
410 MRS.SANCHEZ MS. RUIZ 80410 HOME EC/SPANISH 7th & 8th
407 MR.KEEHNEL 80407 7th & 8th SCIENCE
408 MR.SPOONER 80408 8th SCIENCE
405 MR.WHITEHEAD 80405 7th SCIENCE
406 MR.FAST 80406 7th SCIENCE
403 MS. LEE 80403 8th SCIENCE
404 MRS. AGNEW 80404 7th & 8th SDC
401 MRS. PERRY 80401 8th S.S.
402 MRS.CLAY 80402 7th S.S.
400
510 MS. LOCKE 80510 7th MATH
509 MR. URZUA 80509 7th MATH
507 MS. RABBASS 80507 7th & 8th SPED
508 MR.GAMBOA 80508 7th MATH
505 MR. KING 80505 7th ELA
506 MS. ALFORD 80506 7th ELA
503 MR. TURNER 80503 7th ELA
504 MR.TILLERY 80504 7th & 8th S.S.
501 MRS.ALDAPE 80501 7th & 8th ELA
502 MS. NASON 80502 7th S.S.
500
GLACIER POINT MIDDLE SCHOOL
4055 N. BRYAN
FRESNO, CA 93723
OFFICE 276-3105
ATTENDANCE 276-3115
FAX 276-3152
MAKER -SPACE 80202
COMPUTER LAB 80201
LIBRARY MR. MARTINEZ MS. YANG 80200 80205
OFFICE ADMINISTRATION
MRS. KUYPER-MCKEITHEN, PRINCIPAL - 80107
MR. HOGAN, VICE PRINCIPAL -80104
VICE PRINCIPAL - 80110
MS. PERCELL, GIA - 80101
MS. MCMASTERS, OFFICE MANAGER - 80106
MRS.YBARRA, ATTENDANCE CLERK - 80122
MRS. BROWN, FINANCE CLERK - 80123
MS.TOVAR, RECEPTIONIST – 80121
MR. TORIGIAN, ATHLETIC DIRECTOR - 80109
MR. BRECEDA, LIAISON
MR. WALKER, LIAISON
MR. WINSTON, INTERVENTION SPECIALIST - 80125
MRS. KRIEGHOFF, RN - 80103
MS. CARDEY, LVN - 80103
TBA-----COUNSELOR - 80108
MS. PARREIRA, PSYCHOLOGIST – 80102
MS. CHANDLER, FRESNO P.D. – 80105
AFTER SCHOOL PROGRAM – 276-3120
HOME OF THE HUSKIES!
STAGE MR. LOVERO 80620
CAFETERIA
KITCHEN 80615
BOY'S LOCKER ROOM MR. ROSS 80603 MR. TORIGIAN 80604
WRESTLING ROOM
GYMNASIUM
GIRL'S LOCKER ROOM MRS.FONTES 80601 MRS. VANEK 80602
MUSIC ROOM MR.LAROSE MR.TACCHINO 80632
BUS LOADING ZONE AND EAST PARKING LOT

Area/Vicinity Map



Heather McKeithen [redacted]

ELA

[redacted]

Science

[redacted]

Adam Hogan [redacted]

Math

[redacted]

Social Science

[redacted]

Christianna Percell [redacted]

PE

[redacted]

Special Education

[redacted]

Electives

[redacted]

Julie McMasters [redacted]

Office Staff

[redacted]

[redacted] **(cont.)**

Instructional Assistants

[redacted]

Food Services

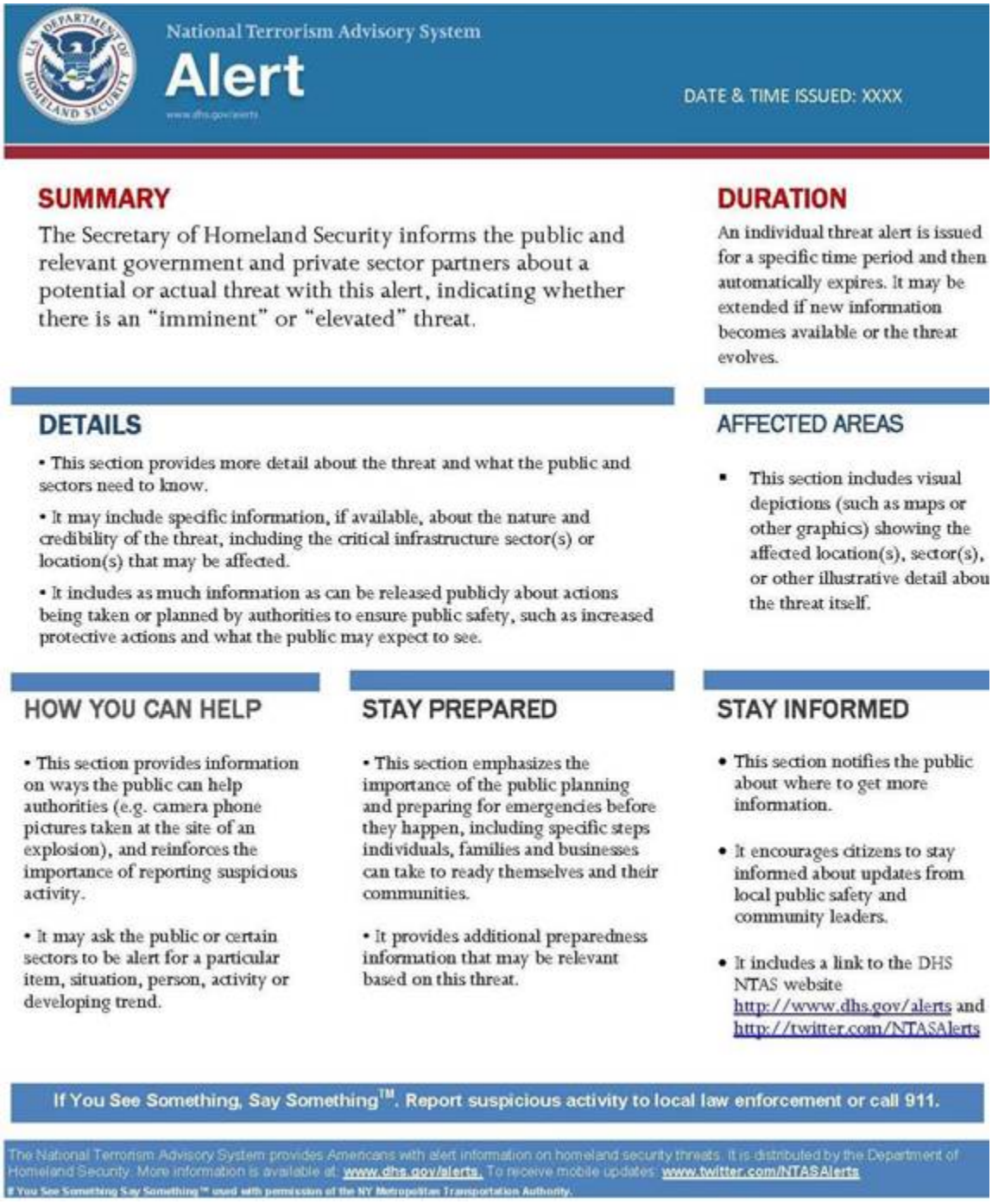
[redacted]

Glacier Point Middle School
Safe School Plan
Emergency Procedures

Central Unified School District
4055 N. Bryan Ave.
Fresno, CA 93723
(559) 276-3105

Plan Date: 9/26/2017

U.S. DEPARTMENT OF HOMELAND SECURITY – SAMPLE TERRORISM ALERT MESSAGE



National Terrorism Advisory System

Alert

www.dhs.gov/alerts

DATE & TIME ISSUED: XXXX

SUMMARY

The Secretary of Homeland Security informs the public and relevant government and private sector partners about a potential or actual threat with this alert, indicating whether there is an "imminent" or "elevated" threat.

DURATION

An individual threat alert is issued for a specific time period and then automatically expires. It may be extended if new information becomes available or the threat evolves.

DETAILS

- This section provides more detail about the threat and what the public and sectors need to know.
- It may include specific information, if available, about the nature and credibility of the threat, including the critical infrastructure sector(s) or location(s) that may be affected.
- It includes as much information as can be released publicly about actions being taken or planned by authorities to ensure public safety, such as increased protective actions and what the public may expect to see.

AFFECTED AREAS

- This section includes visual depictions (such as maps or other graphics) showing the affected location(s), sector(s), or other illustrative detail abou the threat itself.

HOW YOU CAN HELP

- This section provides information on ways the public can help authorities (e.g. camera phone pictures taken at the site of an explosion), and reinforces the importance of reporting suspicious activity.
- It may ask the public or certain sectors to be alert for a particular item, situation, person, activity or developing trend.

STAY PREPARED

- This section emphasizes the importance of the public planning and preparing for emergencies before they happen, including specific steps individuals, families and businesses can take to ready themselves and their communities.
- It provides additional preparedness information that may be relevant based on this threat.

STAY INFORMED

- This section notifies the public about where to get more information.
- It encourages citizens to stay informed about updates from local public safety and community leaders.
- It includes a link to the DHS NTAS website http://www.dhs.gov/alerts and http://twitter.com/NTASAlerts

If You See Something, Say Something™. Report suspicious activity to local law enforcement or call 911.

The National Terrorism Advisory System provides Americans with alert information on homeland security threats. It is distributed by the Department of Homeland Security. More information is available at: www.dhs.gov/alerts. To receive mobile updates: www.twitter.com/NTASAlerts

If You See Something Say Something™ used with permission of the NY Metropolitan Transportation Authority.

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STUDENT RELEASE LOG (FORM E)

DAMAGE ASSESSMENT REPORT (FORM F)

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VICINITY MAP

THOMAS BROS. MAP

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 Central Unified School District has adopted the Model Safe School Plan, Emergency Procedures (02-01-05) for use as a template in the preparation of emergency procedures for each of the District schools. Per District policy, the Superintendent or designee shall use state-approved Standardized Emergency Management System (SEMS) guidelines and the National Incident Command System (NIMS) when updating district and site-level emergency and disaster preparedness plans (CUSD BP 3516 Business and Noninstructional Operations). The emergency management teams and procedures outlined in this plan are consistent with both SEMS and NIMS, however SEMS will serve as the primary reference throughout this document. 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 District Board Policy 0450 and SEMS, 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 SEMS

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 multiple agencies often participating in response to an emergency. SEMS 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, SEMS 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 SEMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." In Central 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 SEMS, 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 Central Unified School District, 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; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams.

2.1.4: Logistics

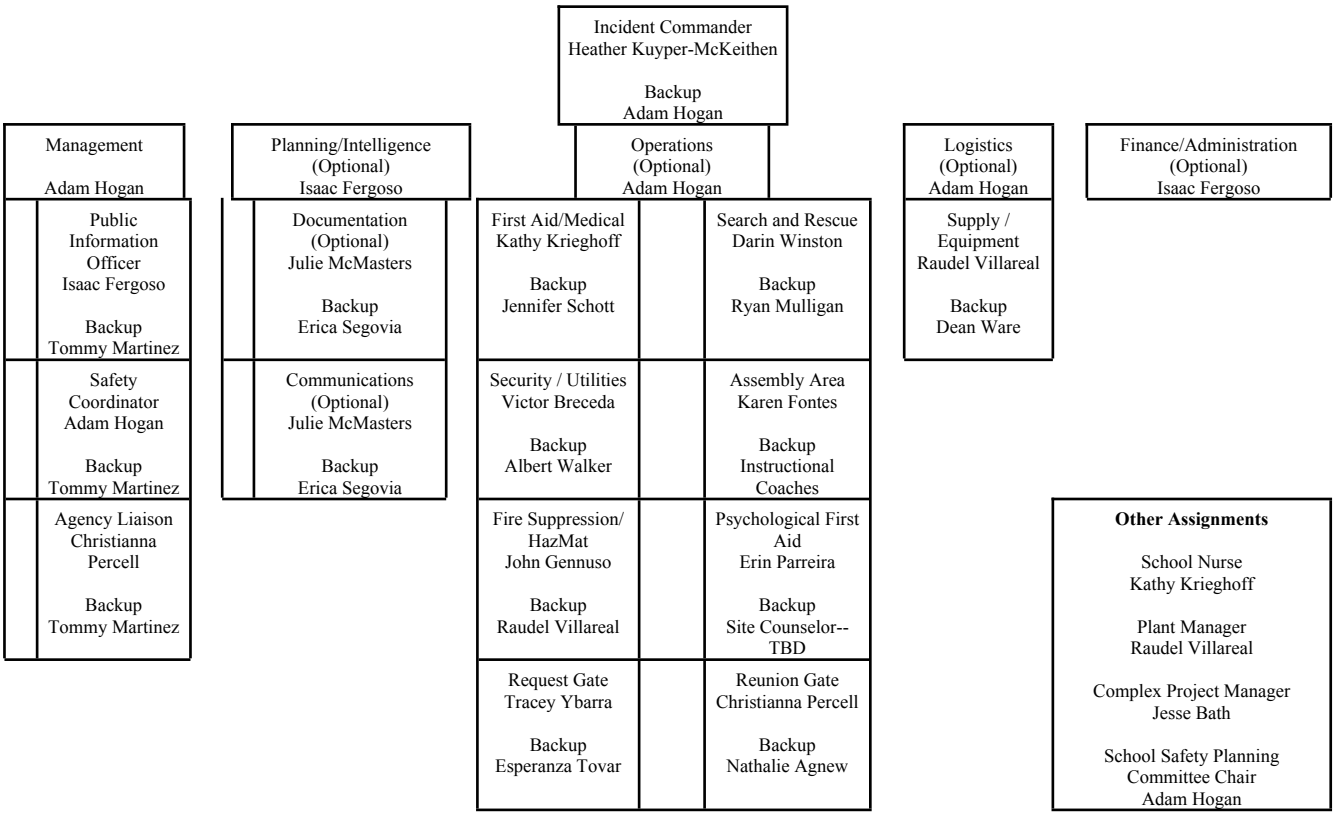
The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Within Central Unified School District, these activities are performed 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 SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within Central Unified School District, 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 SEMS and adapted for Central Unified School District schools.

FIGURE 2-1: EMERGENCY MANAGEMENT ORGANIZATION CHART



Note: This Organization Chart is based on SEMS, and adapted for Central Unified School District use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup

2.2 INCIDENT COMMAND TEAM

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

2.2.1: Assignments

The Incident Command Team is led by the Principal, Heather Kuyper-McKeithen. The team is made up of the the following members:

Incident Commander:	*Heather Kuyper-McKeithen*
Public Information Officer:	*Isaac Fergoso*
Safety Coordinator:	*Adam Hogan*
Agency Liaison:	*Christianna Percell*

The Incident Commander also directs the activities of all other teams.

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
- Hard Hat
- Vest or position identifier
- Large campus map

2.2.4: Team Assembly Location

Inside: Principal's Office
Outside: Outside of the Staff Door to the Office

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

2.3 FIRST AID/MEDICAL TEAM

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:	*Kathy Krieghoff*
Alternate Team Leader:	*Jennifer Schott*
First Aid/Medical Team Member:	*Maxie Cardey*
First Aid/Medical Team Member:	*Esmeralda Ruiz*
First Aid/Medical Team Member:	*Tandi Rana*
School Nurse:	*Kathy Krieghoff*

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: Outside of the VPs Office
Outside: Outside Student Window

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

2.4 PSYCHOLOGICAL FIRST AID TEAM

The Psychological First Aid Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

2.4.1: Assignments

Psychological First Aid Team Leader:	*Erin Parreira*
Alternate Team Leader:	*Site Counselor--TBD*
Psychological First Aid Team Member:	*Evans Gamboa*
Psychological First Aid Team Member:	*Kellerie Aldape*
Psychological First Aid Team Member:	*Yvonne Romero*

2.4.2: Roles and Responsibilities

Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed.

Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Psychological First Aid Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Psychological First Aid Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release 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 staff.

2.4.3: Supplies and Equipment

- Vest or position identifier
- Hand-held radio
- Ground Cover, tarps
- First aid kit
- Paper, pens, pencils

2.4.4: Team Assembly Location

Inside: School Psych Office
Outside: Outside of the Psych Office

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

2.5 SEARCH AND RESCUE TEAM

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

2.5.1: Assignments

Search and Rescue Team Leader:	*Darin Winston*
Alternate Team Leader:	*Ryan Mulligan*
SAR Team 1 Members:	*Josh Spooner, Brian Whitehead, Andrew Manouelian*
SAR Team 2 Members:	*Caitlyn Alford, Danielle Nason,*
SAR Team 3 Members:	, ,
SAR Team 4 Members:	, ,
SAR Team 5 Members:	, ,
SAR Team 6 Members:	, ,
SAR Team 7 Members:	, ,
SAR Team 8 Members:	, ,
SAR Team 9 Members:	, ,
SAR Team 10 Members:	, ,

2.5.2: Roles and Responsibilities

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. 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.
- Updating teams' reports on site map and recording exact location of damage and triage tally.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations 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.
- Shutting off gas or 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.
- 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
- Hoses
- Water bib keys
- Gloves
- Blankets
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack

2.5.4: Team Assembly Location
Inside: Rear Admin Office
Outside: Outside the staff door of the Admin Building

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

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. 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:	*Victor Breceda*
Alternate Team Leader:	*Albert Walker*
Security/Utilities Team Member:	*Lori Vanek*
Security/Utilities Team Member:	
Security/Utilities Team Member:	

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, and 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 "lock-down" to the Incident Commander. 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 emergency water supply and making it ready for distribution.
- Setting up temporary sanitation areas (portable toilets).
- Helping with first aid and setting up temporary morgue (if necessary).
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.

2.6.3: Supplies and Equipment

- Vest or position identifier
- Master keys
- Hand-held radio
- Copy of the school's Emergency Procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Custodial and food supply inventories
- Notebook containing site maps

2.6.4: Team Assembly Location

Inside: Cafeteria
Outside: Outside of the Cafeteria

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 c letermine areas of need.

2.7 SUPPLY/EQUIPMENT TEAM

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:	*Raudel Villareal*
Alternate Team Leader:	*Dean Ware*
Supply/Equipment Team Member:	
Supply/Equipment Team Member:	
Supply/Equipment Team Member:	

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. 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.

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.
- 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

2.7.4: Team Assembly Location

Inside: Library
Outside: Outside of Library

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

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.

2.8.1: Assignments

Assembly Area Team Leader:	*Karen Fontes*
Alternate Team Leader:	*Instructional Coaches*
Assembly Area Team Member:	*Joanne Valenzuela*
Assembly Area Team Member:	
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 makes 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.
- Checking student emergency card for name of person(s) authorized to pick up student.
- Assisting the Reunion Gate Team as required.

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)

2.8.4: Team Assembly Location

Inside: Conference Rm A
Outside: Outside of the Cafeteria

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 GATE TEAM

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

2.9.1: Assignments

Request Gate Team Leader:	*Tracey Ybarra*
Alternate Team Leader:	*Esperanza Tovar*
Request Gate Team Member:	*Pat Harrison*
Request Gate Team Member:	*Meghan Sweeney*
Request Gate Team Member:	*Kara Sefton*

2.9.2: Roles and Responsibilities

Request Gate Team Leader

The Request 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.

Request Gate Team Members

The members of the Request 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 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

- Keys to Main Gate
- Bullhorn
- Tags or other identifications

2.9.4: Assembly Location

Outside: By Front Gate between the office and cafeteria

The Request Gate team is to assemble at the main entrance.

2.10REUNION GATE TEAM

The Reunion Gate Team is 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.

2.10.1: Assignments

Reunion Gate Team Leader:	*Christianna Percell*
Alternate Team Leader:	*Nathalie Agnew*
Reunion Gate Team Member:	*Mike Ross*
Reunion Gate Team Member:	*Hillary Perry*
Reunion Gate Team Member:	*Heather Donat*

2.10.2: Roles and Responsibilities

Reunion Gate Team Leader

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

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Dispatching Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log (Form E, Appendix A) and submitting them to the Reunion Gate Team Leader.

2.10.3: Supplies and Equipment

- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log (Form E, Appendix A)

2.10.4: Reunion Gate (aka, Reunification Gate)

Primary: Gate by computer lab

Secondary: Release from parking lot side of the cafeteria

The team is to assemble at the selected Reunion Area.

2.11 FIRE SUPPRESSION AND HAZMAT TEAM M

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Incident Commander. The Fire Suppression and HazMat Leader is also responsible for gathering the Damage Assessment Report Form (Form F, Appendix A) from the Team Members and have them readily available to the Incident Commander.

2.11.1: Assignments

Fire Suppression and HazMat Team Leader:	*John Gennuso*
Alternate Team Leader:	*Raudel Villareal*
Fire Suppression and HazMat Team Member:	*Paul Turner*
Fire Suppression and HazMat Team Member:	*Hovig Torigian*
Fire Suppression and HazMat Team Member:	

2.11.2: Roles and Responsibilities

Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Fire Suppression and HazMat 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 Incident Commander.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form (Form F, Appendix A) will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- 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.
- Locating and extinguishing small fires as appropriate.
- Checking gas meter and, if gas is leaking, shutting down gas supply.
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around damaged or hazardous areas.

2.11.3: Supplies and Equipment

- Vest or position identifier
- Firefighting equipment
- Hand-held radio
- Master keys
- Clipboard with job duties
- Firefighting equipment
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
- Notebook containing site maps
- Damage Assessment Report Form (Form F, Appendix A)

2.11.4: Team Assembly Location

Inside: Cafeteria
Outside: Outside Snackbar

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

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.

2.12.1: Assignments

Documentation Staff Member:	*John Gennuso*
Alternate Documentation Staff	*Raudel Villareal*

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:	*Julie McMasters*
Alternate Communications Staff Member:	*Erica Segovia*

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.

2.14SCHOOL 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.

2.15Central Unified School District

The Central Unified School District is responsible for providing guidance to school administrators in the areas of emergency preparedness and response.

2.16 PREPAREDNESS PROCEDURES

2.16.1: Management

1. 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.
2. The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
3. 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.
4. 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.
5. 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

1. 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.
2. The Principal will ensure appropriate training is provided for the following teams:
   - First Aid/Medical Team;
   - Psychological First Aid Team;
   - Fire Suppression and HazMat Team
   - Search and Rescue Teams; 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:

1. Purchase of all required emergency preparedness and response equipment and supplies;
2. 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”.

Level 3 Emergency:
A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3.3 DETERMINE IMMEDIATE RESPONSE ACTIONS

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

- Duck 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 AND COVER

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

Description of Action

1. 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 AND COVER 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 THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. 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.
4. Teachers and students should move away from windows.

4.2 SHELTER IN-PLACE

This action is taken in order to keep students and staff members indoors to provide a greater level of protection from any outside threats to the campus (which includes off campus police activity, a suspicious person or parent on campus, airborne contaminants in outside air and threatening animals or insects on school grounds). Shelter-in-Place is used during critical situations in which students/staff are asked to immediately enter a classroom, close locked classroom doors, turn off lights and wait for further instructions. Shelter-in-Place may be used as a tool in a law enforcement emergency situation that hasn't elevated itself to a Lockdown scenario.

Description of Action

1. An administrator will make an announcement on the PA system when an incident on or near the campus has occurred that requires students/staff to secure themselves in a classroom. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control and give clear directions. (Note: Staff members also have the ability to initiate Shelter-in-Place procedures when observing an incident that requires students/staff to secure themselves in a classroom, but has not elevated to a LOCKDOWN as described in section 4.3. The following is an example of a PA announcement staff members may make to alert others; "SHELTER-IN-PLACE, SHELTER-IN-PLACE, THIS IS (YOUR NAME) IN (YOUR LOCATION)." At that time, site administration will follow up with that staff member to obtain more information about the issue that prompted the initiation of the Shelter-in-Place call.) In an incident that allows teachers to continue instruction but requires students/staff to remain secure in a classroom, administrators may use the following PA announcement; "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, WINDOWS AND DOORS SECURELY CLOSED AND LOCKED. 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." Additional information that may be provided in an announcement similar to this includes; teachers can continue instruction, turn off air conditioner units, or remain in secured in classroom until further information.
2. After the Shelter-in -Place announcement is made, teachers will immediately discontinue instruction, keep students in the classroom, close locked classroom doors and turn off lights.
3. 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, and gymnasium). Teachers should consider the location and proximity of the identified hazard and if necessary, proceed to an alternative indoor location.
4. When reasonable and if the situation permits it, direction will be given to staff to either allow for classroom instruction to resume, or that a Lockdown must be implemented due to the increased magnitude of the threat.
5. Staff and students will remain in the classroom or secured area until further instructions are given by an administrator or law enforcement.
6. During an airborne contamination incident, teachers are responsible to secure individual classrooms. The Security/Utilities Team will assist in completing additional shut down procedures as needed in other areas: securing building-wide HVAC

systems and fans in the area, closing and locking doors and windows, sealing gaps under doors and windows with wet towels or duct tape, sealing vents with aluminum foil or plastic wrap and turning off sources of ignition, such as pilot lights.

4.3 LOCKDOWN

This action is taken when the threat of violence is identified, or when directed by law enforcement. Students are to remain in the classrooms or designated locations at all times until directed otherwise by school administrators, staff or law enforcement.

Description of Action

1. An administrator or staff member will make the announcement of a LOCKDOWN." If the PA system is not available, they will use other means of communication to deliver instructions. Once the directive is initiated staff members are to implement the "RUN, HIDE, ACT" protocol. When the "LOCKDOWN" is implemented it is important for staff members to assess their surroundings and if practical to check for children or staff in the hall in the immediate area and provide shelter. Staff members should immediately discontinue classroom instruction, close locked classroom doors and turn off lights.

2. At a reasonable time, information about the activity that prompted the "LOCKDOWN" should be disseminated to assist staff members in implementing appropriate counter measures.
3. Staff and students should remain barricaded in their classroom or secured area until further instructions are given by an administrator or law enforcement. If the situation becomes life-threatening, and/or staff individually feels that it is unsafe to remain in the classroom or building, staff is to follow the Description of Action in section 4.7 item 1 for "RUN", and report their status to site administration as soon as it is safe to do so.

4.4 EVACUATE BUILDING

This action is taken after the decision is made, and/or staff individually feels that it is unsafe to remain in the building. If the latter is true and staff evacuates on their own, staff are to follow the Description of Action in section 4.7 item 1 for "RUN", and report their status to site administration as soon as it is safe to do so.

Description of Action

1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator 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."
2. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
3. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
4. 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, and/or staff individually feels that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. If the latter is true and staff evacuates on their own, staff are to follow the Description of Action in section 4.7 item 1 for "RUN", and report their status to site administration as soon as it is safe to do so.

Description of Action

1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator 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."
2. 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.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. 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

1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication 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."
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.
4. Staff and students affected by the incident will participate in Critical Incident Stress Management (CISM) debriefing as coordinated by the assigned Crisis Response Team.

4.7 RUN, HIDE, ACT

This action is taken when any staff member identifies the threat of violence or gunfire. The perpetrator(s) and/or active shooter(s) in this case may have entered the campus unnoticed and has already begun to harm staff and students. Staff is therefore encouraged to independently utilize the Run, Hide, Act information below in their response to the active shooter(s).

Description of Action

1. Run, and/or evacuate from the area, if an escape route is accessible, and encourage students and other staff to do the same. Evacuate regardless of others decisions to stay. Leave belongings behind and assist others in escaping if possible. Avoid being under a desk, in a closet and/or in the corner of a room. Other items to consider:
    a. Escape in a safe direction and away from sounds of gunshots or explosions.
    b. Stay low while peeking around corners before running down a hall.
    c. When encountering law enforcement, keep hands visible, raise hands and say "Friendly" follow their instructions and point direction only if asked.
    d. Prevent individuals from entering the area where the active shooter might be located.
    e. Do not attempt to move wounded individuals.
    f. Proceed to a safe area and call 911 to notify law enforcement of your location.
2. Hide in a safe place and barricade all doors, if evacuation/escape is not possible. Other items to consider:
    a. Close your locked door.
    b. Block and secure the door by moving heavy objects/furniture against it and holding it with the occupant's feet while prone. Maintain low body profile to minimize exposure to gunfire.
    c. Silence cell phones and other devices and remain quiet.
    d. Turn off lights, close blinds and be out of the shooter's view.
    e. Once your classroom/office is safe, staff may wish to use the following PA announcement to alert others: "LOCKDOWN, LOCKDOWN, THIS IS (YOUR NAME) IN (YOUR LOCATION)."
    f. Any staff member can call 911 to advise law enforcement of the general area of the perpetrator(s).
3. Act to incapacitate and/or overwhelm the active shooter when facing imminent injury or death. Other items to consider:
    a. Teacher/staff should commit to stopping the threat.
    b. Yell, throw items to distract and/or charge the shooter to overtake and/or delay while time is provided for students or staff to run.

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

1. 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.
2. 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.
3. 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.
4. The School Administrator will call "911" and Local Police [ph # 559-621-7000] and will provide the exact location (e.g., building or area) and nature of emergency.
5. 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.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. The School Administrator will call the office of the Local District Superintendent. A member of this group will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Fresno County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. 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

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
2. 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.
3. If additional outside assistance is needed, the School Administrator will call "911", Local Police [621-7000] ,Animal Control [233-7722] and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
5. 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 cause physical harm to students and staff and/or takes hostages. Such an incident may involve individuals who possess a firearm, an edged weapon or other dangerous weapons and/or device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately initiate the RUN, HIDE, ACT policy described in section 4.7.
   If and when law enforcement notifies the school of an armed assailant or dangerous police activity in the area, school personnel will initiate the appropriate responses, which may include SHELTER-IN-PLACE, LOCKDOWN and/or EVACUATIONS (as described in section 4.2, 4.3, 4.4, 4.5).

2. A school administrator and/or staff member, when safe to do so, will call 911 and provide police with the following information, when feasible; number of assailants and locations of assailant(s). They shall remain in contact with law enforcement in order to provide updates. If possible, another school administrator and/or staff member should call the Superintendent's office at (559) 274-4700 and share initial details of the emergency. Staff is encouraged to use the CUSD Emergency Communications Action Plan Check-List for reference.

3. Staff should implement appropriate classroom management steps to calm and control students, and if safe to do so, implement the RUN, HIDE, ACT policy described in section 4.7.

4. In a critical incident, law enforcement response will be immediate and focused at the campus. An Incident Command System will be implemented and school administration and staff should follow the directions of the law enforcement Incident Commander.

5. At the directions of the Incident Commander, the following steps may be taken;
   a) Conduct a survey to account for all students and staff.
   b) Provide or render First Aid.
   c) School Administrators, in conjunction with the Incident Commander, may assist in verifying the numbers of injured and potential casualties.
   d) CUSD Public Information Officer and other District staff will work in accordance with ICS protocol and arrive on scene as soon as possible to assist with administrative and media details.

6. Staff and students affected by the incident will participate in Critical Incident Stress Management (CISM) debriefing as coordinated by the assigned Crisis Response Team.

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

1. 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.
2. The School Administrator will call "911", Local Police [ph # 621-7000] and the Local Fire Department [ph # 621-4181] and will provide the exact location (e.g., building, room, and area) and nature of emergency.
3. The School Administrator will notify the District Superintendent of the situation.
4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. 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.
6. 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.
7. 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.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the Fresno County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. 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.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911", Local Police [ph # 621-7000] and the Local Fire Department [ph # 621-4181] and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Local District Superintendent of the situation.
5. 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.
6. 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.
7. 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.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. 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

1. 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.
2. 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.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911", Local Police [ph # 621-7000] and the Local Fire Department [ph # 621-4181] and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. 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

1. 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]."
2. The person answering the threat call should ask the following questions, 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?
3. 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.
4. 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.
5. No attempt should be made to investigate or examine the object.
6. 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.
7. 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.
8. 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.
9. The School Administrator will notify "911", if not previously notified, and Local Police [ph # 621-7000] and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. The School Administrator will notify the Local District Superintendent of the situation.
11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
12. 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.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
14. After the incident is over, the School Administrator will complete the Bomb Threat Report (Form C, Appendix A).

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 Bus Dispatch at (559)275-9374 (office) / (559)647-0445 (emergency line), or 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

At the first indication of an earthquake, the driver is to take the following steps:

- Pull to a safe point on the side of road, away from buildings, poles, wires, and bridges.
- Set brakes and turn off the ignition.
- Direct students and teachers to drop to the floor of the bus. Instruct passengers to face away from windows and assume the "crash" position on their knees with their heads down and hands clasped on the back of their heads making themselves as compact as possible.
- Teachers and the driver should remain calm and reassure the passengers.
- Remain in the duck and cover position until the shaking has stopped.
- Using the 2-way radio or cell phone, if necessary (559-275-9734) contact dispatch to report in and receive further instructions.
- Using route manifests account for all students and staf

Scenario 2: Flood

At the first indication of a flood or flash flood, the driver is to take the following steps:

- Be alert for washed-out roadways and bridges. Roads that parallel streams or other drainage channels may be swept away or covered by water and debris.
- Go to high ground if waters or flood is imminent.
- Do not drive through flooded streets or roads.
- Do not attempt to cross damaged bridges or overpasses.
- Contact dispatch if:
- Directed by public safety personnel or
- It is necessary to deviate from the assigned route or
- The bus becomes inoperable.
- Follow the direction of public safety personnel.
- Teachers and the driver should attempt to calm students.
- If there is the potential for flooding along the route, using the 2-way radio or cell phone, if necessary (559-275-9734,) contact dispatch to report in and receive further instructions.
- Using route manifests account for all students and staff.

Scenario 3: Serious Accident or Bus Fire

After an accident, where the bus makes contact with another vehicle, inanimate object, person, or animal, the driver is to take the following steps:

- Secure the bus by setting the parking brake and turning off the ignition. Do not move the bus unless directed by law enforcement or dispatch to do so.
- Evacuate the bus per evacuation procedures if there is smoke or fire.
- Assess injuries to passengers /self. Provide first aid as appropriate.
- Contact dispatch via 2-way radio or cell phone if necessary (559-275-9734) with pertinent information as soon as it is safe to do so.
- If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
- Teachers and the driver should remain calm and reassure the passengers.
- Fill out the 2-part accident form. (Gather license # of other vehicle first.)
- Using route manifests account for all students and staff throughout the emergency.

Scenario 4: Fire or Smoke on the Bus

At the first indication of fire or smoke, the driver is to take the following steps:

- Secure the bus by setting the parking brake and turning off the ignition. Do not move the bus unless directed by law enforcement or dispatch to do so.
- Evacuate the bus per evacuation procedures and training.
- Assess injuries to passengers /self. Provide first aid as appropriate.
- Contact dispatch with pertinent information as soon as it is safe to do so.
- If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
- Teachers and the driver should remain calm and reassure the passengers.
- Using route manifests account for the safety and control of all students and staff throughout the emergency.
- Extinguish the fire if it is small in nature.

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

1. 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.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator will call Local Police [ph # 621-7000], and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
5. 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.
6. 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.)
7. The School Administrator will notify the Local 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.*

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 4.0.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. 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.
4. 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.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office of Communications.
11. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until the Local District Facilities provides clearance and the School Administrator gives authorization to do so.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described n 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 Fire Suppression and HazMat Team to participate in the assessment.
2. The School Administrator should confer with the Local 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

1. In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. 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.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. 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.
6. The School Administrator will call "911" and Local Police [ph # 621-7000] and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. 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.
9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. 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

1. 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.
2. 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.
3. 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.
4. The School Administrator will call "911" and Local Police [ph # 621-7000] and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. 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.
6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The School Administrator will notify the Local District Superintendent of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. 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

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. The School Administrator will notify "911" and Local Police [ph # 621-7000] and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. 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

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. 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.
3. The School Administrator will notify "911" and Local Police [ph # 621-7000] and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. 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.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. 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.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

5.10FIRE 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

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
2. The School Administrator will notify "911" and Local Police [ph # 621-7000] and Local Fire Department [ph # 621-4181] and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison 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.
5. 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.
6. 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.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. As appropriate, the School Administrator will activate Parent Alert System.
9. The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. 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

1. 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.
2. The School Administrator will immediately initiate the 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.
3. 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.
4. The School Administrator will call "911" and Local Police [ph # 621-7000] and Local Fire Department [ph # 621-4181] and will provide the exact location (e.g., building, room, area) of the fire.
5. The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The School Administrator will notify the Local District Superintendent of the fire. A member of this group will call the Office of Communications with information on this situation.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until the Local Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator and the Local District Superintendent will determine if the school will open the following day.
13. 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

1. 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.
2. The School Administrator will notify "911" and Local Police [ph # 621-7000] if needed and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. 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.
5. 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.
6. The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
7. As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
8. 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

1. 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.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
3. The School Administrator will notify the Local Maintenance Area (Monday - Friday between the hours of 7:00 a.m. - 4:30 p.m.) or Local Police (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. 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.
5. The School Administrator will notify the Local District Superintendent of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. 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.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water:

[Summarize a specific plan to provide for the following services in the event of a loss of water]

Toilets:

Custodians at school sites will manually force flush toilets using a bucket filled with water after each use as long as water is available. For schools where water is provided by a pump, water will be delivered in order to be able to force flush toilets when the pump is no longer functioning due to power outage. Portable toilets will be provided in the event water is no longer available to manually flush toilets. As a last resort in the event of a lockdown or district wide emergency such as an earthquake where shelter in place is implemented, and students are not able to access restrooms, a temporary toilet will be set up using a trash receptacle, plastic bags, and privacy screen.

Drinking Water:
(Specify how emergency water supply will be accessed and distributed to students and staff).

Central Unified District Office will deliver bottled water to school site and our supply team will implement distribution of water to classrooms

Food Service:

Food Service Staff will organize and supply food in the case of an emergency. School staff will distribute food to the classrooms, or develop a system for utilizing the cafeteria

Fire Suppression System (if applicable):

Building Code Wall Ratings for schools require that walls withstand fire for one hour and up to four hours. Dry chemical Fire Extinguishers are available classrooms according to code.

B. Plan for a Loss of Electricity:
[Summarize a specific plan to provide for the following services in the event of a loss of electricity]

Ventilation:

Shut off all equipment, cover open containers, and vacate classrooms; open windows where appropriate (shops and science rooms that may have solvent or chemical fumes present.)

Emergency Light:

In enclosed indoor areas such as hallways, emergency lighting is in place with battery backup.

For wheelchair-bound students who may be on an elevated stage at the time of loss of electricity, handicapped access ramps may be released without power; if more than one wheelchair-bound student is impacted, then alternate means will be necessary to lower more than one student. Elevators will default to the bottom floor in the event of loss of electricity. Fire doors will shut in shop areas and assembly areas, so egress and re-entry will have to be planned for. Avoid water on the floor or anywhere near power shut off areas.

Other:

C. Plan for a Loss of Natural Gas

[Summarize a specific plan to provide for the following services in the event of a loss of natural gas]

Food Service:

GP Kitchen staff and side administration will work with Food Services at the District Office to provide food as needed.

Other:

Seismic shut off valves are present in all new schools to protect against gas leaks from broken pipes or valves. Older schools are tied to PG&E and do not all have seismic shutoffs but are being added through modernization projects. Older schools that have not been modernized will be evacuated, and maintenance will be notified. Gas leaks are generally low pressure and gas normally dissipates.

D. Plan for a Loss of Communication

[Summarize a specific plan to provide for the following services in the event of a loss of communication]

Telephone Service:

Alternate means of communication such as radios, bullhorns, and communication apps will be used.

Other:

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

1. 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.
2. 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.
3. 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.
4. The School Administrator will call "911" and Local Police [ph # 621-7000] and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.
6. 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.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.15PSYCHOLOGICAL TRAUMA

Crisis management at Student Services/Special Education Offices 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.

For specific procedures relating to crisis management – Contact Elizabeth Echeveste at 559.274.4700 ext. 63140, located at District Office - Room 12.

Procedure

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

5.16SUSPECTED 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 employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", Local Police [ph # 621-7000], Fresno County Department of Health Services [600-3200], District Office, Director of Food Services.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. 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.
6. School police will notify members of the Serious Incident Response Team (SIRT), which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator and the District Superintendent will confer with the Fresno County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

5.17THREAT 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 policies and procedures

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment in accordance with Threat Assessment Protocol. A school police officer should be part of this team.
3. Consistent with Threat Assessment Protocol, the School Threat Assessment Team 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 as described by the Local Police Department:

   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.

4. In categorizing the risk, the School 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?
5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. 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.

5.18UNLAWFUL 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

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 4.0.
3. The School Administrator will notify the District Office, and School Police to request assistance and provide the exact location and nature of emergency.
4. The Request 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.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the 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 venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the designated school's Public Information Officer.
9. 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.
10. The School Administrator will notify parents of the incident, as appropriate.

5.19PANDEMIC INFLUENZA

A pandemic flu is a type of flu that causes severe outbreaks that progress rapidly to involve all parts of the world. It occurs outside the usual "Flu season". There is usually a high attack rate in all age groups and high mortality even in children and healthy young adults. There are usually multiple waves of disease immediately before and after the main outbreak. Schools, in additions to many other businesses, will likely be closed for extended periods of time, up to one year or even longer, during such a pandemic and need to make plans for continuity of education of students. The following actions are measures that should be taken in order to reduce the risks of a pandemic:

PROCEDURES	RESPONSIBILITY
Emphasize protective measures during flu season that should be utilized by children and staff including the following: • Remind children and staff to wash their hands often, especially after sneezing or coughing. Use soap and warm water or alcohol-based hand sanitizer • Avoid touching your eyes, nose or mouth • Avoid close contact with people who are sick • Cover your mouth and nose with a tissue or sleeve when coughing or sneezing • Put your tissue in a trashcan • Stay home when you are sick • Wear a mask when you are sick and coughing	
Ensure hand washing equipment and/or hand sanitizers for children and staff are readily available.	
Develop local policies that discourage/prohibit attendance of symptomatic individuals, both staff and students.	
Encourage agency personnel to receive annual influenza vaccine.	
Raise public awareness of potential for pandemic influenza, the importance of hand washing, vaccination, and self-care.	
Work with health authority and local emergency services agencies to develop contingency plans for pandemic influenza	
Work with local information technology staff in developing Pandemic Influenza plans so that education of students can continue even though the physical school location is closed for extended periods of time	

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.

- CUSD Emergency Communications Action Plan Check-Lists
- Alert System 1 (Parent)
- Alert System 2 (School Personnel)
- Site Plot Plan and Vicinity Map
- Emergency Phone Numbers
- Emergency Drills

6.1 CUSD EMERGENCY COMMUNICATIONS ACTION PLAN CHECK-LISTS

Schools Action List
☐ Call 911 and secure your campus
☐ Call the Superintendent's office 559-274-4700 ext 63150 and share initial details of emergency
☐ Note time of emergency, i.e. dismissal, are kids still on campus, other events going on so Supt's office can work with transportation and other agencies if necessary
☐ Work with Police upon their arrival and follow their lead
☐ Once police declare your campus secure, do an all call on your PA system (if available) or radios and notify your staff and students that all is clear –also request that students text their parents and tell them that they are safe and ok
☐ Principals be visible to your students and staff immediately following an emergency - District Office staff and the SPC/PIO will arrive asap and assist with administrative and media details
☐ A member of the school site admin team should go to your pre-determined parent area to brief arriving parents. Ask parents to stay in that area and inform them that you will be providing updates. Once DO administrator arrives, they can take on this task for you
☐ Media may arrive before PIO can arrive. Do not provide any statements. Please ask them to wait in a pre-determined area and assure them that they will receive information from the PIO. Upon arrival, the PIO will need access to an onsite office with a computer to develop communications to parents and media
☐ Assess your staff and students and determine if the District should send crisis team or counselor to scene – communicate this with DO administrator on scene- this could also carry over to the following day
☐ After staff has ensured that students are ok, text your own family and let them know you are ok and will check in later; make arrangements for your own family, daycare, pickup, etc.
☐ The PIO will work on crafting updates to go out to your parents and district as needed depending on the length of the emergency.
☐ Once the emergency has concluded and all initial and secondary communications have been made, the PIO will work with the school site to prepare a final statement with talking points about the emergency. This will help squash rumors. The statement should also include information about available resources for students and staff
☐ It is requested that the principal and school community facilitator record the final statement and send in a follow up phone message through school messenger in English and Spanish to go home within 24 hours of the emergency.
☐ In the days following the emergency, please refer all media inquiries to the PIO. If you receive requests for comments, please contact the PIO to coordinate 559-274-4700 ext 63150
☐ In the days following the emergency, the superintendent will call for a debrief meeting with the involved City PD, principals, PIO and DO admins on scene

6.2 ALERT SYSTEM 1 (PARENT)

Parent contact information is maintained in the main office and managed by Tracey Ybarra.

6.3 ALERT SYSTEM 2 (SCHOOL PERSONNEL)

A current listing of school personnel contact numbers is provided in Appendix B.

[Note: Attach listing of school personnel telephone numbers in Appendix B]

6.4 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 Automated External Defibrillators (AEDs) emergency supplies, utilities shutoff valves, on-site primary and backup assembly areas, primary and secondary reunion/reunification areas and associated evacuation routes. Please note that fire extinguishers are located in each classroom and other areas required by law.

The Vicinity Map indicates the off-site primary and backup assembly areas, reunion/reunification areas and the designated evacuation routes to these locations.

Please refer to the Appendix C: Maps section and/or the Safe School Plan Emergency Procedures Attachments section to view the maps discussed above.

6.5 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:	*Glacier Point Middle School*
School Address:	*4055 N. Bryan Ave.* *Fresno, CA 93723*
School Phone:	*(559) 276-3105* **Location Code:** *102*

School		
Principal	*Heather Kuyper-McKeithen*	*276-3105 ext 80107*
Assistant Principal	*Adam Hogan*	*276-3105 ext. 80104*
Teacher In Charge	*Christianna Percell*	*276-3105 ext 80101*
School Secretary	*Julie McMasters*	*276-3105 ext. 80106*
School Nurse or Health Tech	*Kathy Krieghoff*	*276-3105 ext. 80103*
School Custodian	*Raudel Villareal*	*276-3105*
Vice Principal	*Issac Fergoso*	*276-3105 ext. 80110*

District	
Superintendent & Special Projects Coordinator, Mark Sutton, Sonja Dosti	*274-4700 x150*
Maintenance & Operations Director, Robert Morse	*275-9560 x102*
Director of Child Development Centers, Wendy Hernandez	*274-4700 x201*
Director of Special Education, Andrea Valadez	*274-4700 x210*
District Nurse, Janene Armas	*274-4700 x127*
Safety & Security Programs Supervisor, Kevin Torosian	*274-4700*
Transportation, Krystal Lanfranco	*275-9734*

Non-District		
Fire And Medical Emergencies		***911***
Air Quality Management District		*559-230-6000*
California Highway Patrol		*559-441-5441*
County Department of Public Health		*559-600-3200*
Gas Company	*PG & E*	*800-743-7431*
Electric Company	*PG & E*	*800-743-5002*
Local Police Department/Sheriff	*559-621-7000*	*488-3939*
Local Fire Station	*621-4333 (drill)*	*275-5531/621-4199 (business)*
Local Hospital	*Community Regional*	*559-459-6000*
Water Company		*559-621-5300/621-5480*
Poison Control Center		*800-222-1222*

6.6 EMERGENCY DRILLS

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Form G, Appendix A). There are three emergency drills school personnel should be prepared to implement: Drill 1 - Fire; Drill 2 - Shelter-in-Place Alert; and Drill 3 - Earthquake.

6.6.1: Drill 1 - Fire

Signal: Continuing short bells for 10 seconds pause for 5 seconds; sequence repeats for a minimum of 1 minute.

Procedure:

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
2. Familiarize yourself with class's route before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area
7. Take attendance.
8. Wait for the "all clear" signal - one long, steady bell - then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

6.6.2: Drill 2 - Shelter-In-Place

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement.

"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."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "Duck and Cover" position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

6.6.3: Drill 3 - Earthquake

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following PA announcement.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER 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 THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."

Procedure:

1. Drop to knees facing away from windows.
2. Get under desks or tables where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees; cover crown of the head with hands.
5. Stay in this position for 10 seconds.
6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

6.6.4: Drill 4 - Lockdown

APPENDIX A
FORMS

FORM A - EMERGENCY HAZARD ASSESSMENT SUMMARY

School Glacier Point Middle School

Location 4055 N. Bryan Ave. Fresno California

On-Site Hazard:
[List any on-site hazards at the school, e.g., hazardous materials used in any classrooms and work areas, confined spaces, mechanical rooms]
None

Off-Site Hazards:
[List any off-site hazards close to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]
District transportation facility is located adjacent to the Glacier Point Campus.

Completed by: Adam Hogan

Date: 8/24/2017

[Note: A copy of this form should be completed annually, and kept in the emergency document file in the Front Office]

FORM B - BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

[Note: School personnel should be advised of the areas at your site which are most likely to have biological and/or chemical spills: science classrooms, maintenance rooms, pool rooms, art rooms, etc.]

School Glacier Point Middle School

Location _____

	Yes	No	Note
Have students and staff been evacuated from area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____

Completed by: _____

[Note: Send a copy of this completed form to the Risk Management Office and maintain the original in the emergency document file in the Front Office.]

FORM C - BOMB THREAT REPORT

School Glacier Point Middle School

Date of Call _____ Time of Call _____ a.m. _____ p.m. _____

Call Received by _____

Location _____ (Phone Number) _____

The person answering the threat call should ask the following questions and record the answers below

When is the bomb going to explode? _____ a.m. _____ p.m. _____

Where is it? _____

What will cause it to explode? _____

What kind of bomb? _____

Why are you doing this? _____

Who are you? _____

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

How can you be contacted? _____

Record the exact language of the threat: _____

Voice on the Phone:	Man ( )	Woman ( )	Child ( )	Age _____
	Intoxicated ( )	Accent ( )	Speech Impediment ( )	
	Other ( ) _____			
Background Noise:	Music ( )	Talk ( )	Children ( )	Machines ( )
	Airplane ( )	Typing ( )	Traffic ( )	
	Other ( )			

Completed by: _____

[Note: Send a copy of this completed form to School Police and maintain the original in the emergency document file in the Front Office.]

FORM D - INJURY AND MISSING PERSONS REPORT

School Glacier Point Middle School Room Number _____

Teacher's Name Date

Name	Type of Injury	Location
MISSING PERSONS		
Name	**Last Seen Location**	

[Note: Send a copy of this completed form to the EOC and/or School Police and maintain the original in the emergency document file in the Front Office.]

FORM E - STUDENT RELEASE LOG

School Glacier Point Middle School

Student's Name	Release Time	Name of Person Released to	Signature

[Note: Send a copy of this completed form to the EOC and/or School Police and maintain the original in the emergency document file in the Front Office.]

FORM F - DAMAGE ASSESSMENT REPORT

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School Glacier Point Middle School

Location/Building Code: _____

Date / Time _____ Name of Person Completing Form _____

Damage Category	Extent of Damage				Location/Room #/Note
	None	Slight	Severe	Hazardous Condition	
Electrical	[ ]	[ ]	[ ]	[ ]	
Natural Gas Lines and Water Heater/Boiler	[ ]	[ ]	[ ]	[ ]	
Water	[ ]	[ ]	[ ]	[ ]	
Sewer	[ ]	[ ]	[ ]	[ ]	
Phone	[ ]	[ ]	[ ]	[ ]	
Hazardous Materials					
Custodial chemicals	[ ]	[ ]	[ ]	[ ]	Chemical Type/Qty spilled or leaking:
Lab chemicals	[ ]	[ ]	[ ]	[ ]	Chemical Type/Qty spilled or leaking:
Asbestos	[ ]	[ ]	[ ]	[ ]	
Lead	[ ]	[ ]	[ ]	[ ]	
Physical Hazards					
Sink Holes	[ ]	[ ]	[ ]	[ ]	
Construction Areas	[ ]	[ ]	[ ]	[ ]	
Damaged Bld. Matl.	[ ]	[ ]	[ ]	[ ]	
Broken Glass	[ ]	[ ]	[ ]	[ ]	

Notes: (description of trouble, location, severity or hazardous materials):

Findings: [ ] Building or room safe for reoccupancy [ ] Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send a copy of this completed form to the EOC and maintain the original in the emergency document file in the Front Office.]

FORM G

Central Unified School District
AED PROGRAM
(Automated External Defibrillator)

CUSD Board Policy
BP 5141

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5142 - Safety)

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

(cf. 3530 - Risk Management/Insurance)
(cf. 5143 - Insurance)
(cf. 6145.2 - Athletic Competition)

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

District staff shall appropriately report and document student accidents.

Resuscitation Orders
The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders unless they have been informed by the Superintendent or designee that the request to accept such an order has been submitted to the Superintendent or designee, signed by the parent/guardian, and supported by a written statement from the student's physician and an order from an appropriate court.

The Superintendent or designee shall ensure that all parents/guardians are informed of this policy.

Automated External Defibrillators
The Board authorizes the placement of automated external defibrillators (AEDs) at designated school sites for use by designated personnel who have volunteered to receive training in the use of AEDs.

The Superintendent or designee shall develop guidelines for employees regarding the use of these devices and shall ensure that employees receive training on their proper use and handling.

AR 5141 Automated External Defibrillators
When an automated external defibrillator (AED) is placed in a school building, the principal or designee shall ensure that: (Health and Safety Code 1797.196)

1. School employees annually receive a brochure, with contents and style approved by the American Heart Association or American Red Cross, that describes the proper use of an AED
2. The American Heart Association or American Red Cross brochure or similar information is posted next to every AED
3. School employees are annually notified of the location of all AED units on school grounds

The principal shall designate the trained employees who shall be available to respond to an emergency that may involve the use of an AED during the hours of classroom instruction or when a school-sponsored activity is occurring on school grounds. (Health and Safety Code 1797.196)

Regulation approved: 10/05

Regulation revised: 1/7/13

Automated External Defibrillators General Guidelines

The Board authorizes the optional placement of automated external defibrillators (AEDs) at designated school sites for use by designated personnel who have volunteered to receive training in the use of the AEDs.

This authorization of AED placement in district schools shall not be deemed to create a guarantee or obligation to use the AED in the case of an emergency nor any expectation that an AED or trained employee will be present and/or able to use the AED in an emergency or any expectation that the AED will operate properly. Health and Safety Code 1797.196 (Good Samaritan Law), protects entities and individuals from civil liability resulting from using AED's in an emergency as long as certain conditions specified in the law are satisfied.

The AED is used for a Sudden cardiac arrest is a condition where the heart has unexpectedly and suddenly stopped beating and is just quivering. This quivering will last about 5 minutes until the heart is still. During that time if the heart is still quivering it is sometimes possible for the heart to be shocked back into normal rhythm with an Automated External Defibrillator or AED. The AED will analyze the health rhythm and advise the operator if there is a "shock able" rhythm, if so the AED will advise the operator to deliver a "shock". An AED is only applied to victims who are unconscious, without pulse, signs of circulation or normal breathing.

AED Program Requirements
The AED will be maintained and regularly tested according to the operation and maintenance guidelines set forth by the manufacturer, the American Heart Association, the American Red Cross, and according to the applicable rules and regulations set forth by the governmental authority under the federal Food and Drug Administration and any other applicable state and federal authority.

The school site will maintain a written AED plan as part of the School Safe School Plan that outlines the procedures to be followed in the event of an emergency that may involve an AED, to insure compliance with the requirements of the AED program. The written plan will include the AED use, steps needed for immediate notification of 911, and a list of personnel trained in CPR/AED at the school site. The plan will also include notification, documentation, and reporting procedures.

Maintenance
The AED will be checked for readiness after each use and at least once every thirty days if the AED has not been used in the preceding thirty days. Records of the checks will be maintained as part of the school Safe School Plan.

Any person who renders emergency care or treatment on a person in cardiac arrest by using an AED activates the Emergency Medical System (911) as soon as possible, and reports any use of the AED to the district AED coordinator who will notify the licensed physician signing for the AED units, and local EMS agency.

Training
For every AED unit on a school site, no less than five employees shall complete a training course in cardiopulmonary resuscitation and AED use that complies with the regulations adopted by the Emergency Medical Service Authority and the standards of the American Heart Association and American Red Cross. If two or more AED are on site one additional employee per additional unit will be trained to respond to an emergency that may involve the use of an AED unit. AED trained employees should be available during normal operating hours, which are defined as; "hours of classroom instruction and any school sponsored activity that may occur on the school grounds". A list of school site staff trained to respond with an AED and their training dates will be maintained as part of the school site Safe School Plan.

Notification and Documentation
When an AED is placed at a school site, the principal will ensure that the school administrators and staff receive an annual brochure approved as to content and style by the American Heart Association and American Red Cross that describes the proper use of an AED, the location of all AED units on campus and how to access, and a list of trained employees who will be able to respond to an emergency that may involve the use of an AED during the hours of classroom instruction and any school sponsored activities occurring on school grounds. A copy of this brochure with instructions for operation will be maintained with the AED unit.

OSS (Senate Bill 1436) 7/10/12.
Health and Safety Code 1714.21

Safe Schools Plan

AED Program to be monitored as part of Safe School Plans at each school site and records maintained as part of the Safe School Plans.

Site Coordinators

School Site Administration will be AED coordinator under Safe School Plan
Their responsibilities will include the following:

1. Identify location of unit placement and security needed (locked or unlocked)
2. Identify documentation system to check AED battery and equipment monthly.
3. Check AED supplies and order replacements as needed.
4. Assure that maintenance protocols are followed and recorded appropriately.
5. Report equipment failure to the district office coordinator immediately.
6. Identify emergency response team and arrange for training of the individuals per American Heart Association or American Red Cross guidelines every two years and arrange for practice sessions as needed.
7. Maintain records of individuals trained as part of the Safe Schools Plan.
8. Report any use of the AED machine or an event to the District Program Coordinator immediately/file incident report. Notify the Superintendent's Office of the event and outcome.
9. After use of the AED machine, hold AED unit in safe place until AED memory of the event is downloaded and necessary equipment replaced. Do Not allow AED Unit to go with EMS personnel (you may never see it again).
10. Develop brochure describing AED, AED protocols, How to use Emergency Response Plan, etc. given to schools staff members yearly.

District AED Coordinator/Safe School Plan Coordinator

1. Serve as liaison with the local EMS agency, AED Supplier, supervisory physician, and AED State and Federal Guidelines. (or if part of CCRP they do all of this)
2. Obtain a medical director for the district. Medical Director will assist in the development of the AED program and monitor for compliance with AED regulations and requirements for training, monitoring and maintenance and writes the prescription for the AED units. (or CCRP does this)
3. Develop district policy and procedure as part of the Safe School Plan including Board Policy.
4. Assist in determination of AED needs and placement in the district.
5. Assist in the determination of AED type and components that best meet the needs of the district.
6. Assist in determination of individuals to be trained and training standards required to demonstrate competency according to California State guidelines.
7. Insure there is a written internal plan that describes procedures that are to be used in an emergency including location and use of the AED, activation of the AED system and follow up documentation and notification systems when 911 is called.
8. Monitor compliance of policies and procedures at sites via safe school plans for demonstration of AED competency.
9. Review all data and documentation for quality assurance of cardiac events where the AED was used and notify The American Red Cross for contact information for the local EMS agency.
10. Develop brochure describing AED, AED protocols, How to use Emergency Response Plan, etc. given to schools staff members yearly.
11. Maintain quality controls in micro and macro performance and adjust policy as needed to improve performance.

AED PROGRAM FORMS

Automatic External Defibrillator Program/AED Action Plan
Testing and Maintenance Record
AED Event Documentation
AED Event/Process Improvement
AED Brochure (for all district staff)
AED Ready card (placed with all AED Units)

CENTRAL UNIFIED SCHOOL DISTRICT SAFE SCHOOL PLAN
Automatic External Defibrillator (AED) Program
Senate Bill 1436
Board Policy BP 5141 /AR 5141.1

School Site:	**Glacier Point Middle School**	**School Year:**	**2017-2018**
Principal/Site Coordinator:	**Heather Kuyper-McKeithen**	**Signature:**	
AED Site Coordinator:	**Kathy Krieghoff**	**Signature:**	

The Board authorizes the optional placement of automated external defibrillators (AEDs) at designated school sites for use by designated personnel who have volunteered to receive training in the use of the AEDs.

The Superintendent or designee shall develop guidelines for employees regarding the use of AEDs and shall ensure that employees develop training on their proper use and handling. The guidelines shall also specify the placement, security and maintenance as well as recommended use of the AED.

Attached is a copy of the brochure explaining the proper use of the AED located at this site and a similar copy has been placed with the AED's Unit at this site. Keep for further reference.

Automated External Defibrillators have been placed in the following locations:

1. There is a AED located in the front office outside of the nurses office
2.

The following employees have been trained in CPR and AED Use:

1. Kathy Krieghoff	Contact Information: 559-276-3150
2. Maxie Cardey	Contact Information: 559-276-3105
3. Heather Brown	Contact Information: 559-276-3105
4.	Contact Information:
5.	Contact Information:
6.	Contact Information:

AED ACTION PLAN

When an individual is undergoing sudden cardiac arrest and is unconscious do the following immediately:

1. Call 911 and obtain the AED Unit.
2. Call the front office to notify trained AED personnel/school nurse/AED site coordinator
3. Use AED unit as directed including provision of CPR as needed.
4. Complete post-incident documentation/accident reports/notifications
5. Give AED Unit to Administration for memory retrieval by the AED Coordinator/EMS.

This form is to be completed and distributed annually to all site employees and a copy placed in Safe School Plan.

CENTRAL UNIFIED SCHOOL DISTRICT SAFE SCHOOL PLAN
Automatic External Defibrillator (AED) Program

Testing and Maintenance Record

School Site:	**Glacier Point Middle School**	**School Year:**	**2017-2018**
Principal/Site Coordinator:	**Heather Kuyper-McKeithen**	**Signature:**	
AED Site Coordinator:	**Kathy Krieghoff**	**Signature:**	

Return log to AED site coordinator for inclusion in Safe School Plan at the end of the school year.

Month	Date	Signature	Comments
September	.		
October	.		
November	.		
December	.		
January	.		
February	.		

Documentation of AED Event

Date	EMS Notification/Parts replaced	Signature

CENTRAL UNIFIED SCHOOL DISTRICT SAFE SCHOOL PLAN
Automatic External Defibrillator (AED) Program

School Site:	**Glacier Point Middle School**	**Event Date:**	
Principal/Site Coordinator:	**Heather Kuyper-McKeithen**	**Signature:**	_____
AED Site Coordinator:	**Kathy Krieghoff**	**Signature:**	_____

Automatic External Defibrillator (AED) Event Documentation

Patient Data

Patient Name:	
Employee/Dept:	
Patient Age:	
Patient Sex:	
Location of event	
Witnesses:	
CPR Initiated?	Yes No

AED Event

Estimated time from collapse to initiation of CPR.	
Estimated time from collapse to AED arrival.	
Estimated time from collapse to ambulance arrival.	
Number of First Responders present.	

AED Defibrillator Performance

Time from arrival to first defibrillation.	
Time between defibrillation events.	

Patient Outcome

Number of shocks before return of pulse.	
Time of pulse/or spontaneous respirations at scene.	
Was the patient taken to the hospital?	Yes No
What Hospital?	
Time of Parent/Family notification.	
Patient Outcome.	

Summary of Event

Name of individual completing this form: **Department:**

Signature: **Date:**

Return copy to Site Administration/AED Coordinator/ and Risk Management at DO.

CENTRAL UNIFIED SCHOOL DISTRICT SAFE SCHOOL PLAN
Automatic External Defibrillator (AED) Program

School Site:	**Glacier Point Middle School**	**Event Date:**	
Principal/Site Coordinator:	**Heather Kuyper-McKeithen**	**Signature:**	_____
AED Site Coordinator:	**Kathy Krieghoff**	**Signature:**	_____

AED Events/Process Improvement

Was AED Used Appropriately?	Yes No
Rhythm after first shock	Yes No
Rhythm after second shock	Yes No
CPR used during event?	Yes No
Events while hospitalized	
What was patient outcome?	
Health Status on discharge	
Co-morbidities	
Attending Physician	
Documentation/Notifications	

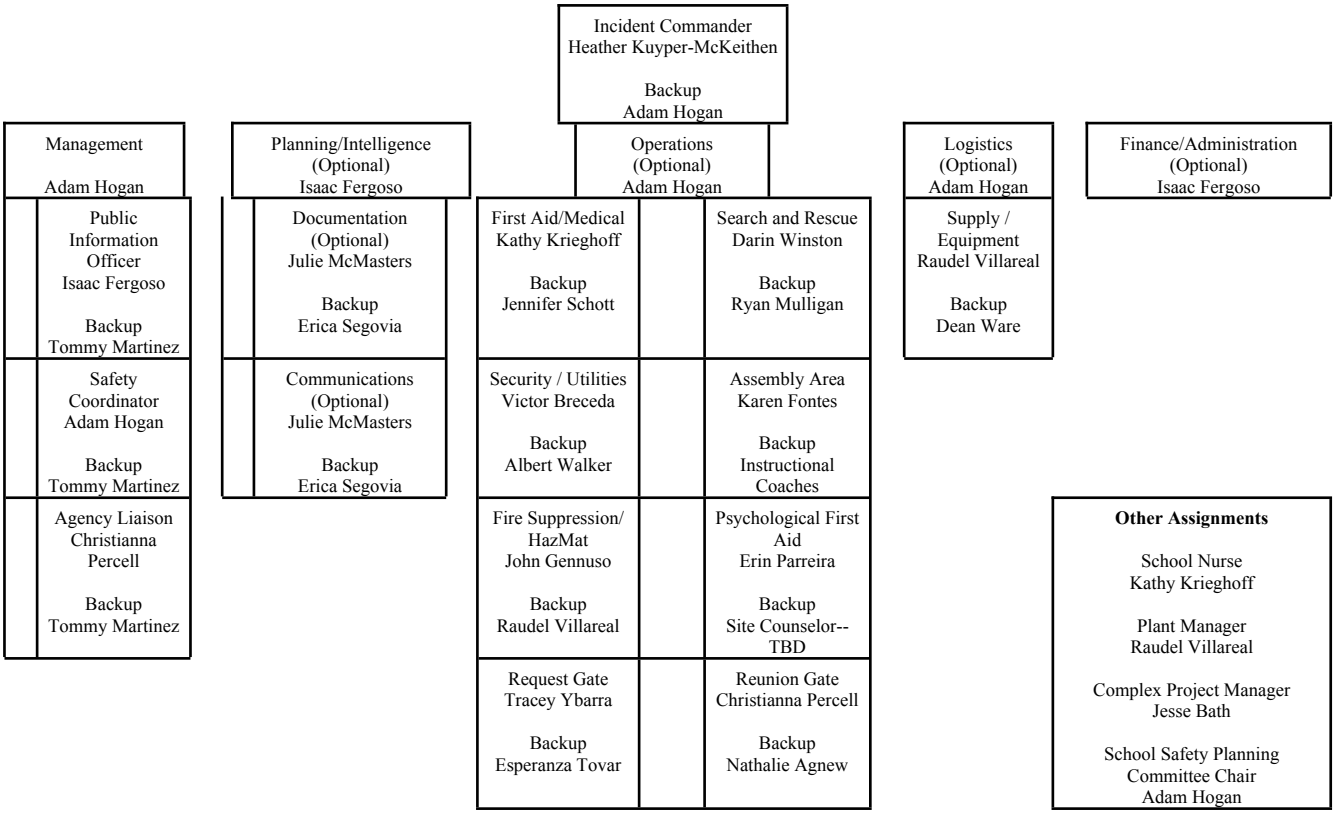
Comments and Suggestions

Name of individual completing this form: **Department:**

Signature: **Date:**

Return copy to Site Administration/AED Coordinator/ and Risk Management at DO.

FORM H: EMERGENCY MANAGEMENT ORGANIZATION CHART



Note: This Organization Chart is based on SEMS, and adapted for Central Unified School District use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup

School/Support Site Message Form

School / Support Site:				**Prepared by:**	
Site Call Back Phone Number: - -				**Date:**	**Time:** AM / PM
Emergency Cell Phone Number: - -				**Alternate Number:** - -	
1. Nature of the Emergency:					
Injuries	☐ Yes ☐ No	# Injured	☐ # Immediate	☐ # Delayed	☐ # Minor
Missing Persons	☐ Yes ☐ No	# Missing	☐ # Students	☐ # Staff	☐ # Other

Damage Assessment: ☐ Destroyed (75-100%) ☐ Major Damage (40-75%) ☐ Minor Damage (less than 40%) ☐ Affected (no physical damage)

Describe Damage: (structural damage, hazards, fire, leaks, loss of utilities, debris, etc.)

2. Emergency Actions:

Emergency Procedures Plan Activated:	☐ Yes ☐ No	General Information (Emergency Actions):
Medical Response Team Activated:	☐ Yes ☐ No	
Student Reunification In Progress:	☐ Yes ☐ No	
On-Site Evacuation Initiated:	☐ Yes ☐ No	
Off-Site Relocation Initiated:	☐ Yes ☐ No	
Off-Site Relocation Name, Address:		☐ **All Students Dismissed**
Transportation Needed: ☐ Standard Bus	☐ Yes ☐ No	Number of Persons: # Standard Bus _____ / # Non-AMB _____ / # Wheelchair ____
Special Vans: ☐ Non-Ambulatory ☐ Wheelchair	☐ Yes ☐ No	
Bus/Van Pick Up Location (Site Name, Address):		
Language Translation and Interpretation Services:	☐ Yes ☐ No	Language(s):

3. Request for Resources: ☐ **YES – List description of resource below**
or ☐ **NO RESOURCES REQUESTED**

RESOURCE REQUEST:

GENERAL MESSAGE:

[Note: Send a copy of this completed form to the EOC and maintain the original in the emergency document file in the Front Office.]

APPENDIX B

ALERT SYSTEMS

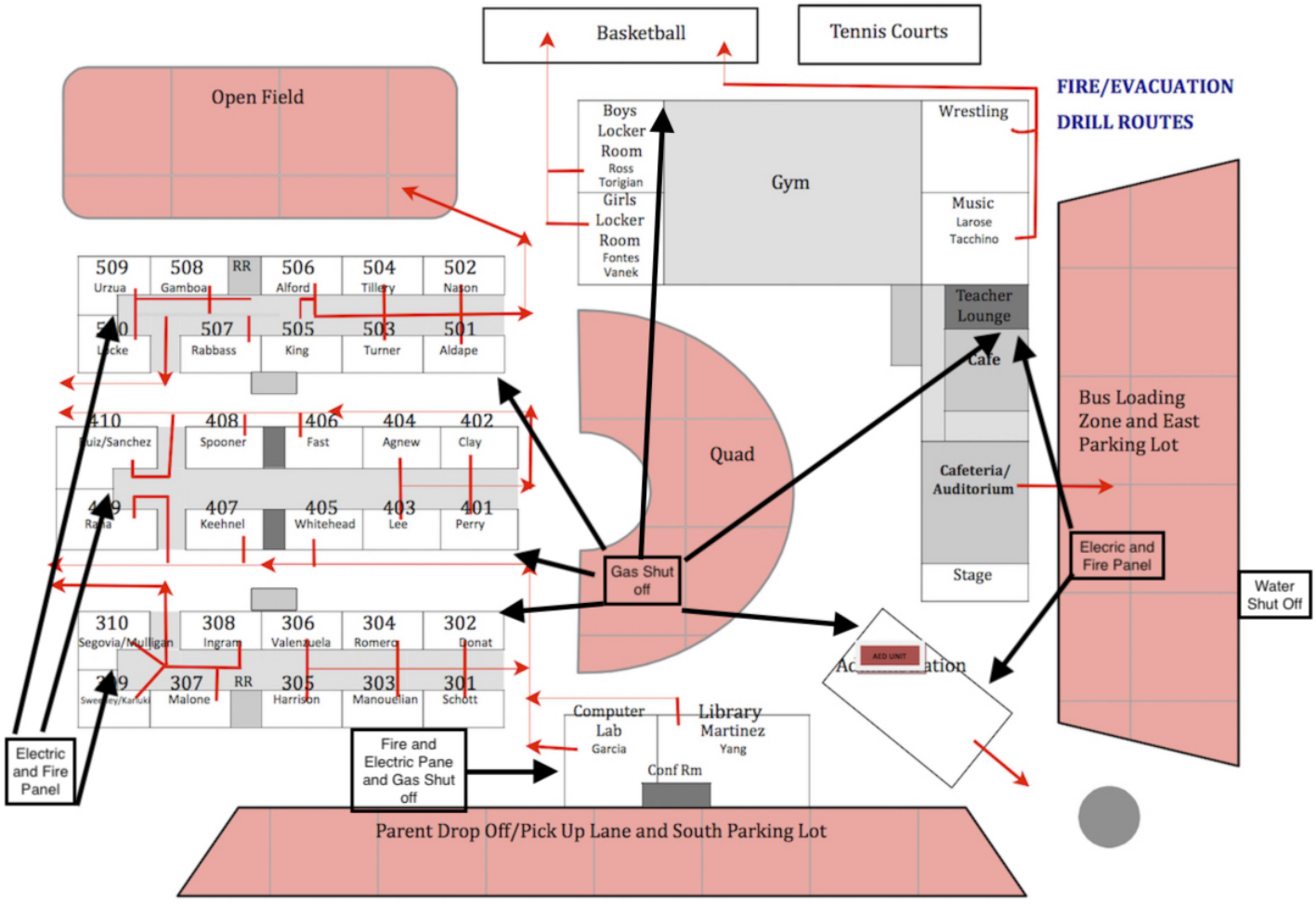
Earthquake
Signal: Commencement of Shaking, Announcement via PA
Action: Duck and Conver
ALL CLEAR SIGNAL (15 seconds continuous bell)

Fire
Signal: Fire Alarm/Bell
Action: Evacuate building and report to meeting area.
ALL CLEAR SIGNAL (15 seconds continuous bell)

Secure the school: Lockdown/Intruder
Signal: Announcement via Informacast
Action: lock doors, place students in safe location in classroom.
ALL CLEAR SIGNAL (15 seconds continuous bell)

ALERT SYSTEMS 1
Parents

SITE PLOT PLAN
GLACIER POINT MIDDLE SCHOOL



VICINITY MAP
AREA SURROUNDING GLACIER POINT MIDDLE SCHOOL



GLACIER POINT MIDDLE SCHOOL
4055 N. BRYAN
FRESNO, CA 93723

OFFICE	276-3105
ATTENDANCE	276-3115
FAX	276-3152

MAKER -SPACE 80202

COMPUTER LAB 80201

LIBRARY
MR. MARTINEZ
MS. YANG
80200
80205

OPEN FIELD

309 MRS.SWEENEY MR. KARIUKI 80309 7th & 8th SPED	**310** MRS. SEGOVIA MR. MULLIGAN 80310 8TH MATH	**409** MRS.RANA 80409 7th & 8th ART	**410** MRS.SANCHEZ MS. RUIZ 80410 HOME EC/SPANISH 7th & 8th	**510** MS. LOCKE 80510 7th MATH	**509** MR. URZUA 80509 7th MATH
307 MRS.MALONE 80307 8TH MATH	**308** MR. INGRAM 80308 8TH MATH	**407** MR.KEEHNEL 80407 7th & 8th SCIENCE	**408** MR.SPOONER 80408 8th SCIENCE	**507** MS. RABBASS 80507 7th & 8th SPED	**508** MR.GAMBOA 80508 7th MATH
305 MRS.HARRISON MS. SEFTON 80305 8TH ELA	**306** MRS.VALENZUELA 80306 8TH ELA	**405** MR.WHITEHEAD 80405 7th SCIENCE	**406** MR.FAST 80406 7th SCIENCE	**505** MR. KING 80505 7th ELA	**506** MS. ALFORD 80506 7th ELA
303 MR. MANOUELIAN 80303 8TH ELA	**304** MRS.ROMERO 80304 ELD	**403** MS. LEE 80403 8th SCIENCE	**404** MRS. AGNEW 80404 7th & 8th SDC	**503** MR. TURNER 80503 7th ELA	**504** MR.TILLERY 80504 7th & 8th S.S.
301 MS.SCHOTT 80301 7th & 8th SPED	**302** MS.DONAT 80302 8TH S.S.	**401** MRS. PERRY 80401 8th S.S.	**402** MRS.CLAY 80402 7th S.S.	**501** MRS.ALDAPE 80501 7th & 8th ELA	**502** MS. NASON 80502 7th S.S.
300		**400**		**500**	

OFFICE
ADMINISTRATION

MRS. KUYPER-MCKEITHEN, PRINCIPAL - 80107
MR. HOGAN, VICE PRINCIPAL -80104
VICE PRINCIPAL - 80110
MS. PERCELL, GIA - 80101
MS. MCMASTERS, OFFICE MANAGER - 80106
MRS.YBARRA, ATTENDANCE CLERK - 80122
MRS. BROWN, FINANCE CLERK - 80123
MS.TOVAR, RECEPTIONIST – 80121
MR. TORIGIAN, ATHLETIC DIRECTOR - 80109
MR. BRECEDA, LIAISON
MR. WALKER, LIAISON
MR. WINSTON, INTERVENTION SPECIALIST - 80125
MRS. KRIEGHOFF, RN - 80103
MS. CARDEY, LVN - 80103
TBA-----COUNSELOR - 80108
MS. PARREIRA, PSYCHOLOGIST – 80102
MS. CHANDLER, FRESNO P.D. – 80105
AFTER SCHOOL PROGRAM – 276-3120

HOME OF THE HUSKIES!

STAGE
MR. LOVERO 80620

CAFETERIA

KITCHEN 80615

BOY'S LOCKER ROOM
MR. ROSS 80603
MR. TORIGIAN 80604

WRESTLING ROOM

GYMNASIUM

GIRL'S LOCKER ROOM
MRS.FONTES 80601
MRS. VANEK 80602

MUSIC ROOM
MR.LAROSE
MR.TACCHINO
80632

BUS LOADING ZONE AND EAST PARKING LOT

THOMAS BROS. MAP
STREETS SURROUNDING GLACIER POINT MIDDLE SCHOOL

