



Summerville Union High School District

2024-2025 Comprehensive District Safety Plan

SUHSD Board Approval Confirmed by:

Name	Title	Signature	Date
<i>Randy Richter</i>	<i>Board President</i>		
<i>Michael Merrill</i>	<i>Superintendent</i>		

This document is to be maintained for public inspection in the district office during regular business hours.

SUHSD Safety Plan – Table of Contents

Item	Page
Comprehensive Safety Plan Purpose & Compliance	3
SUHD Goals and Vision, Mission and Beliefs	5
Components of the Comprehensive School Safety Plan	7
SUHSD Safety Planning Team and Advisors	7
District/Campus Safety Strategies and Programs	9
(A) Child Abuse Reporting procedures	9
(B) Emergency Preparedness and Crisis Response Plan	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	11
(D) Procedures to Notify Teachers of Dangerous Pupils	11
(E) Discrimination, Harassment and Bullying Policies	12
(F) School-Wide Dress Code	12
(G) Procedure for Safe Ingress and Egress to and from School	13
(H) A Safe and Orderly School Environment Conducive to Learning	14
(I) School Discipline Rules and Consequences	15
(J) Disaster Response Procedures	17
(K) Procedures to Assess and Respond to Dangerous, Violent, and Unlawful Activity	17
(L) Protocol for Opioid and Fentanyl Overdose	18
Addendum to Opioid and Fentanyl Overdose (Protocol)	18
Safety Plan Review, Evaluation and Amendment Procedures	24
Safety Plan Appendices	25
Protected Information	25
Appendix A: Safety Planning Process	26
Appendix B: District Crisis Response Plans	45
Appendix B.1: District Staff Emergency Contacts – Confidential	46
Appendix B.2: Campus Staff Emergency Contacts – Confidential	47
Appendix B.2: Campus Staff Emergency Contacts – Confidential	48
Appendix B.2: Campus Staff Emergency Contacts – Confidential	49
Appendix B.2: Campus Staff Emergency Contacts – Confidential	50
Appendix B.3: Crisis Response/Community Emergency Contacts	51
Appendix B.4: SUHSD Incident Command System	52
Appendix B.5: District/Campus Emergency Evacuation Plans	54
Appendix B.6 ALICE Training	57
Appendix C: Site Procedures for Power Outage	61
Appendix D: Emergency Response Guidelines	62
Appendix E: Types of Emergencies & General Procedures	64
Appendix F: Office Medical Emergency Response	67

Comprehensive Safety Plan Purpose & Compliance

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

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

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

Comprehensive School Safety Plans must include 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 of each 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.

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

As defined in **SUHSD Board Policy 4157/4257/4357**, no employees shall be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state, and local laws and regulations.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following:

1. How the safety plan addresses the needs of each school and students within that school
2. How the school site council or safety planning committee, when writing the plan, considered the “three essential components” described in Education Code 35294.21, including ensuring each student a safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student’s resiliency skills

A copy of the comprehensive district safety plan shall be available for review at the Summerville Union High School office.

Declaration regarding SUHSD board policy and administrative regulation references:

Except when specifically quoted, the SUHSD Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language.

To review these policies and regulations in their entirety, please see the district office during regular business hours.

SUHSD Goals and Vision, Mission and Beliefs

Summerville Union High School District 2023-2024 SUHSD Board Goals

2023-2024 SUHSD Board Goals

Student Retention— It is the intent of the SUHSD Board of Trustees to maintain our students in our district schools. If students leave our school(s), administrative and support staff will determine through an exit interview process why students are choosing to leave. Use this data to improve what and how we offer programs to our students. A spreadsheet with evidence of this is shared amongst administrators in Google Docs for continued updating.

Professional Development— It is the intent of the SUHSD Board of Trustees to provide professional development opportunities for staff in all areas.

Teaching staff in all subject areas will:

- Set benchmark goals for assessment data to be measured
- Review assessment data and share with colleagues and school board
- Use data to inform the instructional practices

Cross-curricular PD opportunities for classroom management, standards implementation, teaching strategies directed toward (reading, writing, listening and speaking = CA Standards for each subject area)

Overall staff development for our students mental health and social-emotional needs.

Look to hire a full-time crisis counselor.

On-going staff development for new hires and veteran staff. Working together, looking at new procedures/protocols and reflecting on one's own practices.

Human Resources— Attract, support and retain the very best staff for our students.

Interview early each Spring based on needs from student course request data.

What supports are needed for staff members?

- Survey teachers (annually)
- Survey classified (annually)
- Round Table meetings scheduled quarterly to discuss non-negotiable items

Facility Updates-

- Bond for 2024
- 400 wing replacement & 600 Wing
- RFP for architect
- Lease-lease-back option
- Paving project
- Technology Infrastructure Upgrade
- HVAC Replacement for Wings 100, 200, 300, 700, and Gym
- Room 104 Ventilation for Stoves

Summerville Union High School District

Vision * Mission * Beliefs

Vision: Preparing students for college, career, and life.

Mission: Committed to excellence through innovative teaching and learning. Inspiring and Empowering all students by providing the tools they need to be prepared for their future in an ever changing world.

We Believe...

- Every student can learn.
 - In building a highly qualified and motivated staff with high expectations.
 - It is our responsibility to provide every student with challenging and rigorous experiences so that they can become critical thinkers and problem solvers.
 - In continually improving all aspects of the organization.
 - In sound financial planning to achieve district goals.
 - In doing what is best for all students.
 - In engaging in and adapting to modern technology to prepare all students for their futures.
 - That a clean, safe, healthy, and nurturing environment is essential for learning.
 - All students should be engaged and academically challenged while accepting the responsibility for their learning.
 - In co-curricular/extracurricular activities to enhance student development.
 - Teamwork is vital for students, staff, and the school community in support of student learning.
-

Components of the Comprehensive School Safety Plan

As a small school district (enrollment of 2,500 or below), the SUHSD Comprehensive District Safety Plan encompasses all five campuses. Site-specific procedures to implement the components of this plan will be included within the body or appendices of this document.

SUHSD Safety Planning Team and Advisors

This plan will be reviewed by the school site council, and be made available at a school board meeting for public review. Site council members for the 2023-2024 school year include:

- Brett Christopher, Principal
- Carol Schutt, Teacher
- Rachel Castongia, Teacher
- Deena Soto, Teacher
- Jessica Parsons, Parent
- Cathleen Washington, Parent
- Candice Myers, Parent
- Maryn Costa, Student
- Kim Hamblin, Registrar, Classified Staff
- Liliahna Smith, Student
- Jameson Baldwin, Student
- Jordan Bick, Student
- Kay Crook, Parent
- Kelly Bressel, Parent

Assessment of School Safety

Education Code, Section 32282 (a) 1

SUHSD has a solid history of safe schools in both the social and physical climate. As a small and tight-knit town, the community of Summerville is most often supportive of the school in both academic efforts and youth safety and development.

The overall perception of school safety as reported on the 2022-2023 California Healthy Kids Survey is shown on Table A5.1. Table A5.1 revealed 69% of freshmen and 63% of juniors reported feeling safe or very safe on campus.

CHKS Table A5.1

Perceived Safety at School

	grade 9	grade 11
Safe or Very safe	69%	63%

Table A5.1 reveals changes when compared to data from the survey conducted during 2022-2023. The percentage of students who reported feeling safe or very safe decreased for freshmen by 1% and decreased for juniors by 7%.

Several key indicators of school climate are found on table A4.5. Caring adults, high-expectations, meaningful participation, connectedness, academic motivation and parent involvement are all indicators of school climate.

Table A4.5 <i>School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales</i>		
	grade 9	grade 11
Caring Adults in school	59%	51%
High expectations-adults in school	69%	58%
Meaningful Participation at school	22%	14%
School Connectedness	60%	51%
Academic Motivation	58%	51%
Promotion of parent involvement	41%	24%

The measure of School Environment, School Connectedness, Academic Motivation and Promotion of Parent Involvement showed a slight change in 2022-2023 when compared with 2021-2022. The percentages were gathered from students who indicated both “Agree” and “Strongly Agree or “Pretty Much True” or “Very Much True.” The measure with the least agreement was “Meaningful Participation at School.” The measure with the highest agreement was “High Expectations-Adults in School.”

The physical environment of a school can be a key indicator of climate. For the 2021-2022 school year 58% of freshmen and 63% of juniors reported that their school was usually clean and tidy. In the 2022-2023 school year, the percentage of agreement on this measure increased by 9 percentage points amongst freshmen and 7 percentage points amongst juniors.

Table A4.13

My school is usually clean and tidy.

grade 9	grade 11
67%	56%

District/Campus Safety Strategies and Programs

Education Code 32282 (a) 2 (A)-(J)

As written in the parent handbook, Summerville Union High School District believes all students can behave appropriately on school grounds. The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166

According to **SUHSD Board Policy BP 5141.4**, the Board of Trustees recognizes the district's responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

The Superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

All school staff members are also required to directly contact the Child Welfare Services child abuse report hotline at (209) 385-3104 during regular business hours or (209) 722-9915 during evenings and weekends.

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. To help prepare for emergencies, the Summerville Union High School district created an Emergency Response Procedures Flip Chart which is included in Appendices. This flipchart provides easy access for teachers to follow during emergencies. The procedures in the flipchart are practiced and reviewed by staff and administration in an ongoing manner. The flip chart includes procedures for the following:

- Response actions in any emergency
- All clear
- School incident response team
- Duck and cover
- Shelter in place

- Lockdown
- Secure school
- Evacuation on campus
- Evacuation off campus
- School closure
- Intruder, hostage
- Weapons
- Bombs and other threats
- Student unrest or civil disturbance
- Medical emergency
- Psychological crisis
- Explosion or risk of explosion
- Hazardous spill or release
- Fire
- Weather emergencies
- Earthquake
- Power, utilities failure
- Vehicle crash
- Animal disturbance
- Emergency contact numbers
- Media information
- Maps
- Wildfire Evacuation

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

(i) Earthquake and Multi-hazard Emergency Procedure System

SUHSD Emergency Response Procedures Flip Chart describes the districts policies for establishing an earthquake emergency procedure system and defines several key procedures including alignment with SEMS and NIMS, a definition of drop procedures and a list of response activities to occur during and immediately following an earthquake.

(ii) Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

Through **SUHSD Board Policy BP 5144.1**, the Board of Trustees has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks and the school calendar which are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

As described in Education Code 49079 the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(E) Discrimination, Harassment and Bullying Policies

Additional code reference: Education Code 200-262.4

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in the Summerville Union High School Parent Handbook. The Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board

shall promote programs that ensure that discriminatory practices are eliminated in all district activities.

Among the guidelines included in this comprehensive set of anti-discrimination and harassment rules are two sections that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

Sexual Harassment (BP 5145.7) Sexual harassment will not be tolerated among the employees or students of the Summerville Union High School District. The District is committed to addressing the consequences of sexual harassment in terms of appropriate actions. The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Hate-Motivated Behavior As written in Board Policy 5145.9 the Board of Trustees is committed to maintaining an educational environment that is free from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the rights and social responsibilities in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(F) School-wide Dress Code

Additional code reference: Education Code 35183

As described in **SUHSD Board Policy 5132**, the Board of Trustees 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 that would interfere with the educational process.

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.

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school 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.

For campus-specific detailed dress code requirements, please refer to the student and parent handbooks that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(G) Procedure for Safe Ingress and Egress to and from School

Through a collection of Board Policies, Summerville Unified School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

BP 3515: describes policies and procedures to ensure student safety and details procedures to enhance campus security. Included in policy language; “providing a school environment that promotes the safety of students, employees, and visitors to school grounds.” The Board also recognized the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district’s comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

- Guidelines from Parent handbook: holds students accountable for conduct not only on campus but also on their way to and from school.
- Student Discipline regulations prohibit the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Evacuation Plans Flip-Chart.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.

For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

The Summerville High Parent Handbook also contains information regarding snow days and snow transportation days. Local radio stations, automated phone calls and the website mymotherlode.com helps disseminate information during snow storms.

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

As intended by Educational Code 32282 (b) the action plans shown in the table on the following page were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action.”

This goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

	2023-2024 Create a supportive and positive school environment that addresses student mental health concerns.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
1) Provide additional counseling to students	Hire additional full-time crisis counselor	SUHSD	Mr. Christopher Mr. Merrill	Additional full-time crisis counselor hired. Many more students were able to visit with a crisis counselor during the school day.
2) Reconvene Character Counts Program	Review Character Counts program with staff. Issue Character Cards to be given to students. Give out Character Cards to students. Acknowledge and reward students for good character. Host Character Counts Luncheons	Character Counts program resources	Mrs. Fray	Character cards given out throughout the year. Character Counts luncheons held during the school year.
3) Provide school wide mental health supports and lessons.	Arrange times with counselors and teachers to view and discuss “Angst.” English teachers will show the movie and lead discussions about the movie that covers mental health issues.	Angst video and resources provided by Indieflix	Mrs. Ditler, English Department, Crisis Counselor	Students viewed the video and participated in discussions in English classes.

(I) School Discipline Rules and Consequences

Additional code references: Education Code 35291 and 35291.5

2024-2025 STUDENT DISCIPLINE REGULATIONS SUMMERVILLE UNION HIGH SCHOOL DISTRICT

POSITIVE BEHAVIOR

Positive campus behavior will result in the most appropriate activities and privileges available to the students.

CAMPUS PHILOSOPHY

We believe all students can behave appropriately on the school grounds. We will not tolerate students displaying the following behaviors:

Level 1

- Tardy
- Cutting class
- Profanity/disrespect
- Being in the off-limit areas
- Over affection
- Throwing objects/littering
- Disruptive behavior
- Dress Code violations (slogans on any attire referring to tobacco, drugs, sex, alcohol or abusive language; hate language or symbols) disruptive to the learning process
- Parking violations (i.e. no permit, parking in unauthorized places)
- iPad device violation
- Possession or use of an electronic device (cell phone) during class time* (See Cell Phone/electronic device policy)

If a student chooses to break a rule:

1st Consequence – Grade Level Coordinator discretion; counseling, warning, detention

2nd Consequence – parent contacted and additional time assigned

3rd Consequence – Saturday School and intervention assignment

4th Consequence – parent conference and/or one day suspension and Saturday School

5th Consequence – two day suspension and Saturday School

Additional Consequences – Possible Pre-Expulsion hearing and/or Alternative Education Placement

Level 2

- Abusive language or conduct
- Inappropriate behavior
- Inappropriate online behavior
- Unsafe Behavior
- Violation of closed campus policy
- Possession of tobacco and or vape paraphernalia
- Failure to complete detentions/Saturday School assignments in a timely manner

If a student chooses to break a rule:

1st Consequence – Saturday School and intervention assignment

2nd Consequence – Intervention Day and Saturday School

3rd Consequence – One day suspension and Saturday School

4th Consequence – Three day suspension and Saturday School

Additional Consequences – Possible Pre-Expulsion hearing and/or Alternative Education Placement

Level 3; Education Code 48900 Offenses

- Attempted or threatened injury
- Use of force or violence (without injury)
- Possessed knife or dangerous object
- Attempted or damaged school or private property
- Attempted or stole school or private property
- Committed obscene act or engaged in habitual profanity or vulgarity
- Disrupted school activities or defied school personnel
- Knowingly received stolen school or private property

- Possessed imitation firearm
- Harassed, threatened, or intimidated a student complainant or witness
- Attempted or engaged in hazing
- Engaged in bullying and/or cyberbullying
- Creating hostile educational environment

If a student chooses to break a rule:

1st Consequence – Intervention time (except for serious injury or continuing danger) and Saturday School
 *+Class suspension for profanity with teacher; exclusion from extra-curricular activities until after intervention completed.

2nd Consequence – Two-day suspension and Saturday School

3rd Consequence – Four-day suspension and pre-expulsion hearing

Level 4; Education code 48900 and/or 48915 Offenses (Possible Expulsion Recommendation)

- Causing physical injury, except in self-defense
- Possession of a knife, dangerous object of no reasonable use
- Unlawful possession of alcohol or any controlled substance
- Assault or battery on school employee
- Attempted, threatened, caused, participated in hate violence
- Possessed, used, furnished, under the influence
- Offered arranged, negotiated sale of controlled substance, alcohol or intoxicant
- Distribution, sale of tobacco, vape, nicotine product
- Robbery or extortion
- Aided or abetted in the attempt or infliction of injury* (expel if injury caused)
- Attempted, threatened, caused, participated in hate violence
- Terroristic threats against school officials or property

If a student chooses to break a rule:

Site administration shall immediately suspend and recommend expulsion if other means of correction are not feasible or have failed, or if the presence of the pupil causes continuing danger.

1st Offense: 4 day suspension, preliminary expulsion hearing before the Administrative Panel with the student and parent in attendance, three appointments with school crisis counselor, enrollment in Adolescent Drug and Alcohol Brief Intervention Program (for drug and alcohol offenses) and a 30 day restriction which includes no participation in performances or games and student may only be on campus when directly supervised by school employee as part of school sponsored group.

2nd Offense: Expulsion Recommendation. The School Board will conduct a formal hearing to determine whether the student shall be expelled from Summerville. The School Board may expel a student for the current semester and the following semester.

Level 5; Education Code 48915(c) Offenses (Mandatory Extended Suspension and Expulsion Recommendation)

- Possessing, selling or furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit sexual assault or battery
- Possession of an explosive

PLEASE NOTE:

The above school penalties for marijuana and controlled substance violations are in addition to the California Health and Safety code regulations. The Tuolumne County Sheriff's Office has informed us that they will be enforcing these regulations.

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to student without disabilities.

*In cases where the suspended student poses no imminent threat and when the presence of the suspended student will not cause disruption to the learning environment on campus and there is no proposed action to expel, the SUHSD administrative team may implement "Supervised Suspension" in which students will attend school in an alternative setting during suspension.

(J) Disaster Response Procedures

Additional code reference: Education Code 32282 (a)(2)(B)(i)

The Disaster Response Procedures included in the Safety Plan Appendices of the CSSP, were developed based on the assessment of Summerville Union High School District, including crime and hazard/threat analysis. Protocols ensure compliance with federal, state, and local laws.

Disaster routines include appropriate adaptations for pupils with disabilities as required in EC Section 32282(a)(2)(B)(i) in accordance with the federal Americans with Disabilities Act of 1990, the federal Individuals with Disabilities Education Act, and section 504 of the federal Rehabilitation Act of 1973.

Summerville Union High School District understands and values the rights of individuals to provide input into the CSSP and have the ability to bring concerns regarding the plan to administration. EC Section 32282(a)(2)(B)(iii)(I) allows a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves to bring concerns about an individual pupil's abilities to access disaster safety procedures described in the CSSP. TCSOS respects this right and if merited, will direct the SSC to make appropriate modifications to the CSSP.

(K) Procedures to Assess and Respond to Dangerous, Violent, and Unlawful Activity

Additional code reference: Education Code 32282(a)(2)(K)

Summerville Union High School District is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The "Assessment of the School Safety" along with the "District/Campus Safety Strategies and Programs" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, site safety committee members, and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, site administration will follow Summerville Union High School District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

(L) Protocol for Opioid and Fentanyl Overdose

Additional code reference: Education Code 32282(a)(2)(L)

Senate Bill 10 (Pupil Health – Opioid Overdose Prevention and Treatment), also known as Melanie’s Law, requires that the CSSP for a school serving pupils in grades 7 to 12 include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. This law went into effect January 1, 2024. The California Department of Education (CDE) in conjunction with local health departments are developing guidelines for this protocol. Various Summerville Union High School District staff have received training on administering Naloxone and Summerville Union High School District possesses the Naloxone version known as Narcan, a nasal antioiplate spray. While the district works to conduct more training in this area for staff, the district has added protocols for opioid and fentanyl overdose to the Hazards/Threats Annex of its response plan.

(L.1) Addendum to Opioid and Fentanyl Overdose: Protocol

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Summerville Union High School District primary goal in the fight against opioids and fentanyl use is prevention.

Summerville Union High School District will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body’s systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO A POSSIBLE OVERDOSE

The district is developing procedures to respond to student opioid overdose. The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit. Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breast bone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION. An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a

result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Summerville Union High School District uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone autoinjector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The autoinjector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However,

because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return.

Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on

opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS TRAINING

Training is required prior to the administration of Naloxone – Narcan. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of {Naloxone/Narcan/Other}
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

Naloxone is stored in the following locations at the school:
Medical Cabinet in the Main Office
Campus Supervisor Golf Cart
Administrative Offices
All Teacher Classrooms

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Naloxone Trained Individuals		
Name	Position	Location (Classroom/Office)
Brett Christopher	Principal	Office
Matt Anderson	Campus Supervisor	Office
Jeremy MacDonald	Campus Supervisor	Office
Jennifer Weller	GLC	Office
Kellene Ditler	GLC	Office

Instructional Continuity Plan

According to the updated Education Code, beginning in 2025, schools must include procedures on how they will communicate with families and students and offer alternate modes of instruction when in-person options at their regular site aren't viable.

In the event of a school closure due to emergency Summerville Union High School District will:

- Communicate with students, parents, staff, and community partners via the already established school-wide email communications, school-wide telephone system, and local media outlets including radio, newspaper, and local online media outlets.
- The school will establish direct communication for students and parents with school officials including but not limited to administration, support staff, and teachers.
- No later than 10 days following a school closure Summerville High School will offer in-person instruction for our students at alternative district or county schools locations.
- If in-person instruction is not a viable option then no later than 10 days after an emergency, remote and/or independent study instruction will be provided to students from teachers using virtual learning tools including, but not limited to Google Classroom, Zoom, and Powerschool.

Safety Plan Review, Evaluation and Amendment Procedures

The Summerville Unified School District Comprehensive Safety Plan will be reviewed, evaluated and amended (if necessary) each school year.

Pursuant to Education Code Section 35294.6(a), the Unified School District will adopt an annual comprehensive school safety plan at the regular meeting of the Board of Trustees referenced on the cover page of the plan. An opportunity for public comment will be provided.

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



Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under Education Code Section 32281, the California Public Records Act (Government Code 6254 parts *c* and *aa*) and/or prescribed by SUHSD Administrative Regulation 1340, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the SUHSD Board of Trustees and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site.
- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in GC 6254.3.)
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

As described in Education Code 32281(f)(1), the school district may elect not to disclose those portions of the comprehensive school safety plan that include “tactical responses to criminal incidents.” And according to procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “**For Official Use Only (FOUO)**”, will be reviewed only in a closed session of the SUHSD Board of Trustees and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and supplies storage.

Appendix A: Safety Planning Process

Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc)</i>	Date and Time	Referenced Documents <i>(description and location)</i>
Deputy Principal, in charge of safety plan attended Comprehensive School Safety Plan Training workshop.	7/14/2016	<i>None attached, information shared with site council</i>
New discipline forms created. Forms list character traits so they can be used to teach students about character during disciplinary actions. This is part of our positive behavior intervention plans.	8/1/2016	
Several new surveillance cameras were installed in strategic locations. Surveillance camera training received by administration.	8/11/2016	
Staff trained in CPR and First Aid along with Pesticide use.	8/16/2016	
Staff introduced to new Character Counts program procedures. Goals include regular luncheons and use of character cards to encourage good behaviors. This is part of our positive behavior intervention plans.	8/23/2016	
Copy of campus evacuation map draft placed on staff table for feedback. Revisions made and presented to site council.	9/14/2016	<i>*Revised site evacuation map approved by site council.</i>
Teachers encouraged to examine first-aid kits and be sure they had adequate supplies. Requests made for replacement of supplies and 14 new kits and supplies ordered and distributed to teachers.	9/14/2016	
Email communication with staff requesting review of emergency procedures completed each month. Feedback from teachers and other stakeholders used to revise procedures.	Monthly	<i>ongoing</i>
Safety Plan progress and goals updated and approved by Site Council.	Monthly	
Met with retired fire chief Mike Noonan and his safety officer Kirk McBride. We discussed our safety plan draft. They recommended treating the safety plan as a living document, pursuing incident command training, having multiple off-site evacuation sites.	10/7/2016	

Had school wide lockdown 10/4/2016. A student was drunk in class and ended up threatening administration and security. All teachers responded appropriately to the lockdown. Administration discussed the process and believes we did well. We will want to communicate with teachers more frequently via intercom should a similar event occur.	10/4/2016	
List of staff to alert during emergencies created. Until better speakers installed, individual phone calls and contacts to be made.	10/11/2016	
Annual goals and objectives were created with Safety-Committee/Site Council. The goals focus on encouraging positive behaviors via implementation of the character counts program and reviewing physical safety procedures and trainings.	10/12/2016	
Active Shooter/Threat situations and response training presented to staff by Sergeant Oliver from local sheriff's department.	10/13/2016	
Staff phone numbers compiled in list for campus safety plan.	10/24/2016	<i>Appendix B1</i>
ALICE Training provided to all students by grade level with teachers in theater by Officer Winningham and Sergeant Oliver from Tuolumne Sheriff's Dept. Teachers to have follow up conversations about intruder situations with each of their classes.	10/25/2016	
Deputy Principal Sweitzer completed Introduction to Incident Command System ICS-100 through US Department of Homeland Security FEMA.	11/4/2016	Certificate
Response Actions for Any Emergency draft for coaches created and shared with athletic director. This page from the emergency response procedures includes important phone numbers and directions that may be useful for coaches.	11/1/2016	
Surveillance camera angles to be adjusted. Cameras will be adjusted to record the back of the cafeteria.	11/8/2016	
Sheriff's Officers brought dogs to sniff classrooms for illegal substances. Monthly arrangements made with Sheriff Oliver to bring a dog to campus.	11/17/2016	

Conducted on-site evacuation/fire drill. Feedback from drill led to working on revising destinations to avoid “bottle-neck” points near baseball field. Draft on new destinations shared with Site Council	12/2016	
Obtained Event Emergency Guidelines from Bret Harte High. Will discuss application of this for Summerville High with Athletic Director.	12/13/2016	
Maintenance working on improving speakers, volume, audibility of announcements in gym areas by replacing speakers on the gym/theater facing the football field and baseball field.	1/2016	
On site evacuation drill held. Analyzed new locations. Discussion revealed need for more organization amongst teachers and students, better communication with bus department and need for all admin to have keys to all gates. Decision made to practice this drill again next month with new reporting procedures.	2/2/2017	
Creating green and red evacuation roster packets for teachers to take during evacuations. Staff will learn procedures for evacuation at staff meeting 2/23/2017	2/15/2017	
Fire alarm went off due to smoke in the theater during lunch. Students left to designated areas. Staff supervised. Administration discussed less unimportant talk on walkie-talkies during incidents and avoiding entering the baseball field. That group will stay on the gravel area for better space and avoiding entering into an enclosed area.	3/2/2017	
New evacuation map created to avoid the baseball field. Map delivered to those affected by the change.	3/3/2017	
Changed “response actions to any emergency” to include when to call 911 or office staff for help. Shared information with staff in staff meeting.	3/23/2017	
New speakers installed in gym areas to improve communication/announcements to students and staff on fields.	4/7/2017	
On-site evacuation drill. Teachers practiced with new red and green papers to indicate safety or alert. This practice was an improvement over prior procedures.	4/28	

Made draft of changes to discipline policy. Changing violation of closed campus from a two day-suspension to a Saturday School	5/8	
Next school year, new career and goal-setting curriculum will be taught in keyboarding and other classes. Ninth grade will use much curriculum while other grade levels will use less. Career oriented programs have been related to positive student discipline outcomes (Cotton, 1990). Cotton, K. (1990). <i>Schoolwide and classroom discipline</i> . Office of Educational Research and Improvement. Retrieved from http://educationnorthwest.org/sites/default/files/SchoolwideandClassroomDiscipline.pdf		
Introduce Character Strong curriculum to support positive character on campus	8/22/2017	
Review Character Counts Positive Behavior program.	8/22/2017	
Sergeant Oliver to present ALICE procedures training in properly barricading a class and defense in case of an active shooter.	8/22/2017	
Teachers and Administration scheduled class safety sessions. Discussion and activity involving intruder situations and responses were conducted.	9/2017	
School rules, safety procedures and campus climate discussions were held with all students in classes.	8/29, 8/30 and 8/31	
Updated Staff Emergency Contact Information	9/7/2017	
Discipline, Suspensions, Expulsions, and Behavior, Current Law and Best Practices seminar attended.	9/18/2017	
Safety Plan updated to include most recent Healthy Kids Survey Data	9/13/2017	

Held an assembly schedule to allow time for all teachers and students to present a safety presentation. This presentation covered fire-alarms, evacuation sites, lockdowns, awareness and intruder situations (ALICE responses).	9/26/2017	
Discussed Westside property as an off-site evacuation location with Tribal officials. They recommended not using Westside, unless it was a shooter type situation	10/11/2017	
Discussed using Tuolumne Park as an off-site evacuation location with Park and Rec. manager. Arranged contact numbers and permission to use the park.	10/18/2017	
Sent email to teachers reviewing duck and cover procedures. Responded to questions about procedures	10/17/2017	
Administrative discussion about off-site evacuation plans. Possible incident command roles and structures shared. Team agreed to hold further discussion next week.	10/23/2017	
Officer Pulido from the Jamestown CHP conducted a presentation about distracted driving on Friday, November 3.	11/3/2017	
Met with retired Fire Department Safety Officer Kirk McBride. We toured campus and discussed various evacuation scenarios. He deemed that our football field area was safe and large enough to house our students in almost any emergency.	10/26/2017	
Reviewed forest fire response and football field evacuation procedures with staff.	11/9/2017	
Met with Site Council to discuss, share ideas regarding evacuation procedures.	12/13/2017	
Practiced "secure school." reviewed Procedures with staff at staff meeting on 12/14. Distributed Secure School handout. Discovered a few classes did not have indoor locking capabilities. Superintendent contacted maintenance to have them installed.	12/15/2017	

Shared draft of wildfire response with office staff and teachers. Gained feedback from staff to improve response protocol.	1/3/2018	
Drafted new safe social climate goals and new physical climate goals. Revised teacher wildfire response based on feedback from teachers and site-council members.	1/10/2018	
Shared Office Wildfire Procedures with office staff. Gained input and feedback. Made adjustments to plan.	1/17/2018	
Contacted Tuolumne City and Tuolumne County Fire Departments regarding advice for "Wildfire" emergency procedures.	1/23/2018	
Conducted Wildfire Evacuation drill. Consulted with Sherriff, and Fire Department representatives before and after drill.	1/21/2018	
Met with law enforcement and fire department representatives after drill for review of procedures. They recommended leading students into the gym rather than the football field.	1/26/2018	
Began planning evacuation to gym.	1/29/2018	
School response to threat hoax. Sheriff's deputies came to campus to help ensure there were no threats.	2/22/2018	
Sheriff and "drug dog" Beau searched 3 classrooms and the boys locker-room. No drugs were found.	2/22/2018	
Staff reviewed active shooter trainings and steps we have taken to ensure safety during staff meeting. We reviewed barricade and counter steps in preparation for a walk-through drill next week.	2/22/2018	
Teachers held discussions and practiced and/or discussed barricade and counter responses with every class.	2/26/2018	

Letter sent to all parents and teachers regarding our proactive measures taken to prevent and mitigate active threat situations.	2/26/2018	
Fire alarm/Onsite Evacuation drill conducted. Went to 3 separate locations following map.	4/30/2018	
Administrator attended Pro Act Training and obtained certificate in professional assault crisis training.	5/1/2018	
Proposed to alter discipline for vaping and online behavior with Saturday School and an educational component. Site Council approved this idea.	5/9/2018	
Working with county TUPE coordinator to develop educational components for vape and online behavior issues.	5/14/2018	
Fire alarm was activated in the theater area provoking a school wide on-site evacuation. Teachers and students proceeded to set locations successfully.	5/22/2018	
Meeting held with county representatives from Tuolumne County Public Health and TCSOS regarding tobacco and vape awareness and alternatives to suspension.	5/29/2018	
Six new security cameras were installed at the district's continuation school (Long Barn High).	7/2018	
Arranged for Vape Education for staff with County Health Department. County Health Department to also bring educational components to site to be used as alternative to suspension for first time vape offenses.	8/15/2018	
New evacuation maps printed for new teachers and to replace older maps. New maps also placed in Substitute Binders.	8/15/2018	
Emergency procedures reviewed with staff. Discussion of annual safety goals held during staff meeting.	8/16/2018	

Safety procedures reviewed with new teachers.	8/16/2018	
Sergeant Oliver came to staff meeting to review ALICE procedures and discuss and practice evacuating students in active threat situations.	8/20/2018	
Deputy Winningham was introduced to staff as the School Resource Officer. Questions and answer session held with staff.	8/20/2018	
Meeting with site administrator, school resource officer and campus security held. Discussed roles and how school resource officer can contribute to campus climate and safety.	8/22/2018	
Alarm went off after school. Smoke was detected in the photo room. Maintenance declared a false alarm. Study hall and athletic teams evacuated to the football field.	8/29/2018	
Reminder sent to coaches and AD to make sure all athletes know to evacuate to one of our established safe zones during an after school alarm.	8/30/2018	
Smoke alarm in weight room activated. All school on-site evacuation conducted. Alarm system did not work properly in several areas. Maintenance to schedule meeting with "signal service" to evaluate system and repair possible aging devices.	8/31/2018	
A representative from Tuolumne County Public Health came to campus to promote tobacco awareness with the EPIC Youth program.	9/4	
8 new walkie-talkies ordered to ensure clear communication with administration, SRO, campus security, office staff and maintenance.	9/4	
Lockdown held. Defiant student left office and ran around campus. Lockdown conducted for all students' safety. Sheriff called to apprehend student. Discussion held afterwards. Immediate rationale for lockdown would be good information for staff. Improvements were made on ongoing staff alerts. Information blast sent to parents.	9/6	

New Lockdown and Crisis Announcement procedures initiated to improve communication to all parts of campus and nearby schools.	9/10	
Every classroom checked for updated maps, rosters and emergency procedures. New maps provided for teachers who needed them.	9/12	
Met with representatives from Tuolumne County Public Health Department. They provided education materials so use for students who were caught vaping. They also provided educational materials for teachers.	9/13	
Meeting held with Sonora Police Officer Pulido regarding safe teen driving. We are arranging "Teen Smart" driving education on campus for Sep. 27.	9/13	
Vape awareness packets prepared and distributed to Saturday School teacher. These awareness packets provide education on vaping as an alternative to suspension. Three suspension were prevented thus far.	9/25	
Superintendent and Deputy Principal attend LCSSP Grant information meeting regarding positive behavior interventions, early interventions and trauma informed practices.	9/27	
Revised "Vape Awareness" packets to include expectations for paragraph writing component and paragraph writing template.	10/1/2018	
Officer Pulido from Sonora Police Department agreed to present a "safe driving" lesson to students who might have been suspended for dangerous behavior in the parking lot. This presentation allowed these students to attend Saturday School rather than be suspended.	10/2/2018	
Fire alarm system activated after school. A volleyball hit the sensor. Location of alarm identified and announcement made to staff regarding incident.	10/3/2018	
New Grant funds being allocated to provide counseling at continuation and necessary small schools.	10/5/2018	

Football field emergency evacuation locations updated for 2018-2019 school year. These locations will be practiced during earthquake drill 10/9.	10/6/2018	
Campus supervisor checked all AED locations and functionality. Athletic director using this information for new emergency procedure information for coaches.	10/4/2018	
Athletic director revised injury response guidelines for coaches.	10/4/2018	
Summerville High signed up for the California Shake Out on 10/18. The school will complete level 1 and level 2 activities which include drop, cover, hold on and evacuate.	10/8/2018	
Deputy principal provided safety update at staff meeting. The update included reflection on previous drills and discussion and planning of upcoming shake-out.	10/9/2018	
Tuolumne County Public Health Department presented information regarding "vape" products at staff meeting.	10/9/2018	
Tuolumne County Probation Department contacted regarding Adolescent Drug and Alcohol Prevention and Intervention Program. Summerville High is investigating if this program can be used to help students who have been caught with a drug offense.	10/9/2018	
Conducted Earthquake drill. Administration met to discuss roles and responsibilities in an earthquake or disaster situation. After the drill a "debrief" meeting was held to discuss the drill and actions to make for improvement including: repair office bullhorn, remind teachers to lead classes out, help teachers understand map, dismiss students one class at a time, remind teachers to communicate if student was in the restroom during drill, and inform library, lab, cafeteria to evacuate to field with students.	10/18/18	
Deputy principal attended School Crisis Response Training.	10/22/2018	

Site-Council member attended Emergency Readiness training at Stanislaus County office of education.	10/26/2018	
Secure School Drill conducted. Administrative reflection revealed a need to update contact information for all staff and devote one administrator to helping secure the students in the gym theater area.	11/28/2018	
New emergency drill log created for office.	11/28/2018	
Updated contact information for staff entered on to confidential safety plan.	11/28/2018	
Administrators enrolling in Pro-Act (conflict resolution and safe restraint) training.	12/4/2018	
Active shooter/emergency response procedures reviewed with staff. Classroom discussion and scenario presentations to be shared by teachers with students 1/25. Presentation with scenarios presented to staff.	12/11/2018	
Updated Incident Command chart shared with stakeholders.	1/8/2019	
Updated contact information for Sonora and Tuolumne Fire Departments	1/9/2019	
Newest version of safety plan shared with local law enforcement and fire departments for review and discussion.	1/11/2019	
Met with head of transportation to discuss emergency evacuation situations. She will draft a plan including contact numbers for drivers who would be called to drive buses.	1/24/2019	
School safety and active shooter discussion held in every classroom. Teachers presented situation scenarios with students and discussed best possible actions.	1/25/2019	
Email from local fire department indicated that they received our safety plan and did not need anything further.	1/28/2019	
Emergency evacuation document created by head of transportation detailing steps to take if buses were needed to take students home ASAP.	1/30/2019	

Safety plan presented to school board.	2/20/2019	
Safety Plan approved by school board	3/2019	
Lockdown/Shelter-in-place called due to lightning.	3/6/2019	
Cost for additional security cameras received. Revised priority list for camera locations discussed with campus security officer, administration and head of maintenance.	/3/7/2019	
Metal detector and megaphones ordered.	3/7/2019	Campus Supervisor
Alarm response drill held. Alarm was activated during lunch. Students waited for intercom directions, then followed announcements and bullhorn directions to the water tower where they met with their next teacher.	3/21/2019	
Meeting with Tuolumne Fire Chief and Tuolumne County Fire Chief, head of maintenance and superintendent held. Discussion topics included troubles with alarm system, directions for fire when they respond, and safety information for both county and city fire departments.	4/2/2019	
Meeting with superintendent, principal, head of maintenance and operations, head of transportation, lead maintenance person and deputy principal held to discuss bus emergencies and responses.	5/13/2019	
Deputy Principal attended REMS, EOP and Site Assessment training 6/27. Downloaded Site Assess App.	6/27/2019	
New Emergency Response Procedures created for staff handbook.	6/28/2019	
Due to nearby fire and power outage, emergency procedures were followed. Messages sent to teachers, classes and the community. Communication with local fire responders was established. Bus drivers were placed on standby.	8/22/2019	

Contract signed with canine detective services organization. Six random canine searches arranged.	8/29/2019	
Meeting with administration regarding school response to power outages.	9/5/19	
Site procedures for power outages shared with staff.	9/10/19	
Discussion of Alarm Response held with staff at staff meeting. Maintenance staff may be needed to assist in moving wheelchair bound students to safety. 2018-2019 student rosters distributed to teachers to place in emergency packets.	9/10/19	
Procedures for teacher guidance during Canine Searches shared with staff at staff meeting.	9/10/19	
Additional surveillance cameras installed throughout campus. Administration and campus supervisor trained in use of cameras.	9/10/19	
Fire Alarm Response drill conducted. Tuolumne City Fire personnel came to advise. Need to put up signage on buildings and make sure we organize teachers and students at evacuation sites.	9/19/19	
Fire alarm pulled by student. Students were directed to stay in a safe place and look around them for safety hazards.	9/27/2019	
Earthquake response procedures reviewed at staff meeting.	10/8/2019	
Participation in CA Great Shakeout. Earthquake procedures practiced.	10/17/2019	
Local fire chief came to campus to direct maintenance on the placement of building signage.	10/16/2019	
Plan for planned power outage shared with staff at staff meeting. Plan for housing necessary small schools on Summerville Campus shared with teachers at remote sites.	10/29/2019	

Office medical emergency response procedures added to comprehensive safety plan. Copies reviewed with involved parties.	12/16/2019	
School safety and response scenarios presentation shared with teachers. Rally schedule arranged to provide time for teachers to give presentations to classes.	1/30/2020	
Full-time crisis counselor hired.	1/28/2020	
Lockdown drill conducted. Administrative team met to review. Reflections shared with staff. We will now begin having maintenance lock the exterior doors to the gym and theater areas to allow PE and Drama teachers to focus on their students and space in the facility.	2/27/2020	
Vape detector devices demoed for campus supervisor and deputy principal. They were costly and ineffective.	1/20/2020	
"Say Something" Week and activities- including "Upstanders" posters and lunch activities.	3/2/2020- 3/6/2020	
Comprehensive safety plan shared with local fire department. Invitation extended to fire dept. to attend lockdown drill.	3/9/2020	
Arranged with Sheriff to observe and reflect on Lockdown drill.	3/6/2020	
Campus Closure due to COVID-19	3/13/2020	
Weekly messages sent out by superintendent and principal to update school community on status of school and reopening phases.	3/13/2020	
School Covid Response Committee created to help guide site through Covid response and reopening plans. This committee met several times to create a guidance document for the school.	6/2020 – 7/2020	
Second Independent Study teacher hired to accommodate growing demand for remote learning.	9/2020	

COVID List- spreadsheet created to accurately track students who tested positive or were close contacts of a positive case. This spreadsheet is used to help admin. To direct employees, students and parents in their safe return based on public health guidance.	10/2020	
Participation in Great CA Shakeout – School-wide earthquake drill	10/15/2020	
Repair request sent for malfunctioning speakers.	10/15/2020	
Alarm system activated by heater in 200 building. All school alarm response conducted. Faulty alarm system would not turn off. Repairs made by maintenance.	11/6/2020	
Safety plan goals reviewed with site council.	11/18/2020	
Canine Detection Services on campus to conduct drug check. Many back-packs and vehicles sniffed with appropriate searches conducted. Canine visits arranged for remainder of year.	11/20/2020	
Spreadsheet created to track “close contacts.” This sheet is a tool for administration to use when contacting close contacts. Administration reaching out ASAP as soon as positive cases of COVID are discovered. Public health notified of communications.	Since return to school, Ongoing 12/10/2020	
Seizure response information shared with staff.	12/10/2020	
Safety response scenario presentations discussed with staff at staff meeting.	12/10/2020	
Civic Responsibility presentation shared with teachers and students. This presentation addressed taking action in emergency situations.	12/11/2020	
First Aid kits that align with doctor’s direction discussed. Order made.	12/15/2020	
Metrics for possible school closures and openings created with site leadership team, administration, PLCs and staff.	12/2020	

Emergency response conducted due to a possible student overdose. Administration had to remove the student from class and call 911. Emergency responders took the student in an ambulance.	11/14/2021	
School site attendance meetings scheduled for chronically truant students.	12/2020, ongoing	Maggie Beck
Distance Learning classes created to accommodate students/families who do not wish to attend in-person school.	12/2020	
"Metrics" for closing, and opening phases document shared with school board.	1/13/2021	
Modified shelter in place conducted. High winds caused hazardous conditions. Students sheltered in place until winds subsided.	1/19/2021	
Safety response scenarios PPT. shared with teachers who will conduct presentations 1/22/2010	1/20/2021	
School Safety Plan shared with local fire department	1/22/2021	
School Safety Plan shared with local sheriff's department	1/22/2021	
Office staff reviewed emergency response procedures. Roles were assigned for communication, traffic/ambulance directing and office management.	2/18/2021	
Secure School Drill conducted. Administrative team met held pre and post meetings. Office staff briefed on procedures. Teacher feedback on sound system requested. Several noted low volume on speakers.	2/25/2021	
CA Healthy Kids Survey materials distributed to teachers to administer.	2/25/2021	
Emergency Response Procedures Flip chart being updated and re-done to provide ability to update more easily	3/15/2021	
Shelter in place drill conducted. Maintenance shut down HVAC on the 300 building. All students were brought indoors and classroom doors and windows were shut.	5/20/2021	
School evacuation. Due to COVID positive case amongst cafeteria staff, lunches could not be served and students were sent home. Buses arranged and classes dismissed early. This process took less than 60 minutes.	9/2/2021	

ALICE training for staff conducted by Deputy Bijoukian.	8/24/2021	
Bi-weekly COVID testing conducted on site to allow for modified quarantine which allowed students to return to class sooner.	9/2021	
Staff discussion about safety scenario presentation, scheduled for 9/13/2021.	9/9/2021	
Teacher led discussion on school safety. Topics discussed included alarm response, “see something, say something” and response to active threats.	9/13/2021	
Meetings with Barry Electric to arrange for additional security camera installation. New cameras to be installed to cover blind spots on campus and better imagery on entry and exit points.	Summer/2021	
Deputy Principal and Transportation Lead met to discuss bus safety. Topics of discussion included bus evacuations, bus emergency responses, designated evacuation/safe locations, emergency evacuations at all district sites, evacuation that occurred this year, COVID safety for drivers and other topics.	9/17/2021	
Safety and threat responses presentation shared with teachers. Discussion held in staff meeting regarding scenarios. Teacher’s led classes in how to respond to threats and other school dangers or alarms.	9/2021	
Indoor locking mechanism purchased and placed in Drama teacher’s office for emergency locking capabilities.	9/23/2021	
Bi-weekly testing conducted for student athletes based on CDPH guidance.	10/2021	
Summerville High participated in the CA Great Shakeout earthquake drill.	10/21/2021	
Review of Lockdown procedures discussed with staff at staff meeting.	11/2021	
Mask protest on school campus held 11/29/2021. Law enforcement contacted and present at school. Protesting students guided to shade structure and supervised. Teachers directed to send protestors to shade structure. Communication regarding response sent to teachers via email before the protest.	11/29/2021	
Bus evacuation drill held. Student practiced a scenario: A big truck slammed head on to the front of our bus and I was trapped. The students took this accident	12/9/2021	

seriously enough that they knew exactly what to do if I could not help. They also systematically made it to the destination 100 ft away from the bus until clear.		
To help address mental health needs, the Indieflix video “Angst” will be shown in English classes in January. Teachers and crisis counselors will show the video and lead discussions about mental health and anxiety. Follow up video clips and discussions will be held throughout January and February.	1/2022 – 2/2022	
Office staff and administration adjusted isolation and quarantine procedures as directed by Tuolumne County Public Health	1/6/2022	
Campus wide Lockdown drill held. All students and staff were directed to undergo lockdown procedures.	1/14/2022	
Fire alarm activated when the cage protecting a gymnasium “beam” sensor was knocked by a basketball. A schoolwide fire-alarm response was conducted. The alarm code indicating the location of the alarm said “Beam.” This alarm was the beam in the small gym, that was knocked by a basketball.	1/31/2022	
Fire alarm activated when a pull station was hit by a basketball. Alarm response conducted.	2/4/2022	
Local fire chief received latest copy of safety plan and replied with a new email contact nickohler@tuolumnefire.com	3/4/2022	
Held “soft lockdown” due to possible arrest of off-campus adult in school parking lot. Campus supervisor maintained presence on scene. Office announced the lockdown and explained the reason. Updates were given to staff until all parties were safely off campus.	3/25/2022	
Held “soft lockdown” due to student who was out of control. Parents and 911 called. The student was not deemed a danger to others, but was causing a significant disturbance and hurting herself. The lockdown was maintained with updates provided until student was taken home by mother. Discussion was held with special education teachers that a “safety plan” needs to be put in place for this student. Meeting scheduled for 4/5/2022	3/25/2022	
Updated district wide safety binders for all classrooms, offices and buildings.	8/26/2022	

EpiPen training for staff at TCSOS.	9/7/2022	
Safety binders reviewed at staff meeting.	9/8/2022	
Bus Evacuation drill held as students were arriving at school.	9/27/2022	
Held districtwide ALICE Training. Jim Frost presented the ALICE process and held interactive discussion with district staff.	10/6/2022 10/7/2022	
Staff and students participated in the “Great American Shakeout” earthquake drill districtwide.	10/20/2022	
Held a “Safety Walk” on the main campus. District board member, campus supervisor, maintenance operations and transportation director, office staff, administrators, local law enforcement and local fire department toured campus to identify potential safety hazards and determine if any changes to safety plan were needed based on tour and input from outside agencies.	10/26/2022	
Makeup ALICE training for staff members unable to attend original training.	11/3/2022	
Lockdown Drill held.	11/8/2022	
Held districtwide ALICE Training. TCSO presented the ALICE process and held interactive discussion with district staff.	8/18/23	
Safety survey sent to staff.	8/18/23	
Held a “Safety Walk” on the main campus. District board member, campus supervisor, maintenance operations and transportation director, office staff, administrators, local law enforcement and local fire department toured campus to identify potential safety hazards and determine if any changes to safety plan were needed based on tour and input from outside agencies.	10/27/23	
Evacuation drill held	12/11/23	
Comprehensive Safety Plan updated to the 23-24 school year.	1/25/24	
Comprehensive Safety Plan updated to include Senate Bills 10, 323, 671.	2/6/24	
Updated Safety Plan presented to Site Council.	2/7/24	

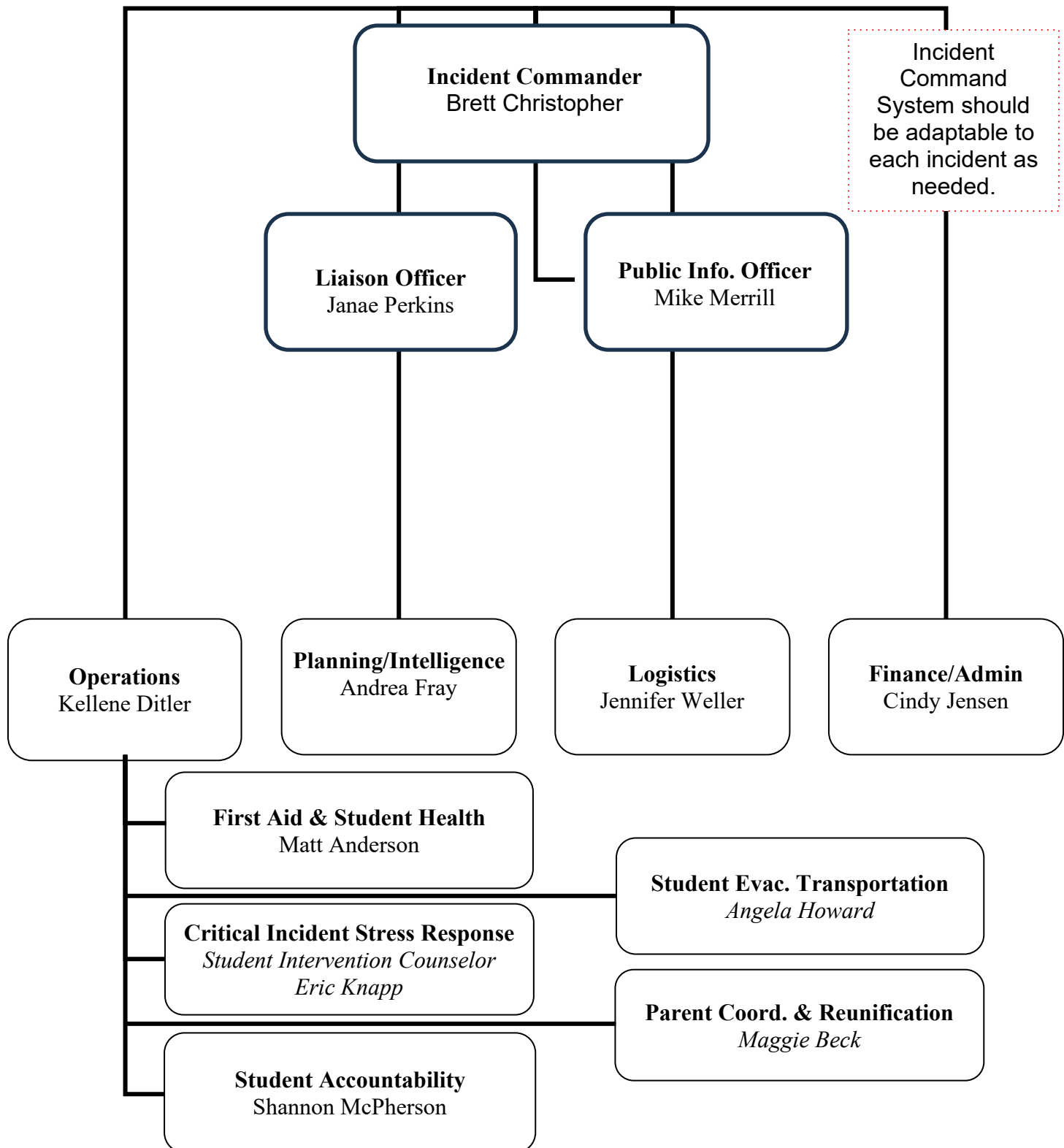
Appendix B: District Crisis Response Plans

The following sections provide key information for crisis response for SUHSD. While this information represents the basic tools needed for an effective crisis response, SUHSD will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone crisis response plan will be referenced in the Comprehensive District Safety Plan as it is developed.

**See Attached Emergency Procedures Binder
(revised in August of 2022)**

Appendix B.4: SUHSD Incident Command System

Standardized Emergency Management System/ Incident Command System Overview



The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) 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.

ICS 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.

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

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

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.

Appendix C: Site Procedures for Power Outage

On days where unforeseen and unique conditions present themselves while students are on campus (power outages in hot/cold weather, snowy conditions, etc) the following protocols are in place at all school sites.

Schools will remain open for the following reasons

- Students can't be sent home without parental permission, parental pick-up and supervision (where applicable).
- Busses can't be organized to transport all students home (for those who received parental permission as outlined above).
- We would have to make up the instructional day/minutes lost (and lose money in staff salaries and operating costs as a result).
- Unless a clear, present and extreme safety situation exists that renders the campus an unsafe environment for students, all attempts will be made to keep the school operational and functional.

An early release for all students may be granted dependent upon the following

- Unique logistical aspects of a given school site that more easily allow for an early release (after the amount of instructional minutes have been utilized to qualify for a minimum day).
- Transportation has been consulted to determine feasibility of an early release for all students.
- All parents/guardians have contacted and have either picked up their student or given permission for the student to be transported home via bus.

Student/Parent Communication

- Parents always have the right to check students out of school and take them home.
- Parents must check the student out through the office per standard site procedure.
- The automated phone system will be utilized when applicable to inform all parents of the relevant details involved.

Unexcused Absence

- Students leaving school on occasions such this will receive an "unexcused" absence, which is a state guideline. However, the site will not enforce a negative consequence for that absence alone

Student Safety

- Every attempt will be made to provide a safe and cool/warm environment as is possible and practical.
- Campus locations that are warm/cool, shady and/or otherwise protected will be utilized.

Instruction

- The expectation is that every attempt will be made to deliver the instructional program in the same manner and capacity as originally planned (with adjustments made for instructional activities requiring technology).
- Students will be held accountable for all work assigned.

Overall

- The expectation for all staff and students is that every effort will be made to maintain a safe, effective and productive learning environment no matter the conditions. In as much as the conditions allow, the standard course of school operations and educational objectives will be carried out

Appendix D: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

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

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

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

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

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

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes,

jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Appendix E: Types of Emergencies & General Procedures

AIRCRAFT CRASH

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

ANIMAL DISTURBANCE

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

ARMED ASSAULT ON CAMPUS

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

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid 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. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to ***call 911***. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

DISORDERLY CONDUCT

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

EARTHQUAKE

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

EXPLOSION OR RISK OF EXPLOSION

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

FIRE IN SURROUNDING AREA

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

FIRE ON SCHOOL GROUNDS

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

FLOODING

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

LOSS OR FAILURE OF UTILITIES

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

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or

designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

PSYCHOLOGICAL TRAUMA

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

SUSPECTED CONTAMINATION OF FOOD OR WATER

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

UNLAWFUL DEMONSTRATION OR WALKOUT

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

Appendix F: Office Medical Emergency Response

Administration and Campus Supervisor	Office Staff
<ul style="list-style-type: none">❖ Two to man the emergency<ul style="list-style-type: none">➤ 1 – student care➤ 2- site safety and communication<ul style="list-style-type: none">▪ Alert maintenance if needed❖ Office Administration<ul style="list-style-type: none">➤ 911 decision➤ Parent timing➤ Facilitate communication<ul style="list-style-type: none">▪ Radio▪ Phone▪ Verbal❖ Direct traffic on campus<ul style="list-style-type: none">➤ Emergency responders➤ parent❖ Manage non-emergency tasks<ul style="list-style-type: none">➤ Return students to class➤ Parent meetings	<ul style="list-style-type: none">❖ Call 911❖ Call Parent<ul style="list-style-type: none">➤ Alert of situation➤ Get ETA❖ Print Demographics<ul style="list-style-type: none">➤ Deliver to ambulance in front of office➤ Direct vehicles❖ Student and office care<ul style="list-style-type: none">➤ Office TAs➤ guests