



# Summerville Union High School District

## 2023-2024 Comprehensive District Safety Plan

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*SUHSD Board Approval Confirmed by:*

Name	Title	Signature	Date
Dennis Spisak	Board President	<i>Dennis R. Spisak</i>	2/13/2024
Michael Merrill	Superintendent	<i>Michael Merrill</i>	2/13/2024

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

## 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

## 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**

## 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%

*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

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*

*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.*

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### ***(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](http://mymotherlode.com) helps disseminate information during snow storms.

## **(I) School Discipline Rules and Consequences**

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*Additional code references: Education Code 35291 and 35291.5*

### **2023-2024 STUDENT DISCIPLINE REGULATIONS SUMMERTON 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:***

**1<sup>st</sup> Consequence** – Grade Level Coordinator discretion; counseling, warning, detention

**2<sup>nd</sup> Consequence** – parent contacted and additional time assigned

**3<sup>rd</sup> Consequence** – Saturday School and intervention assignment

**4<sup>th</sup> Consequence** – parent conference and/or one day suspension and Saturday School

**5<sup>th</sup> 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:***

**1<sup>st</sup> Consequence** – Saturday School and intervention assignment

**2<sup>nd</sup> Consequence** – Intervention Day and Saturday School

**3<sup>rd</sup> Consequence** – One day suspension and Saturday School

**4<sup>th</sup> 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

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***

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*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***

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*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.

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.

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.

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

## Safety Plan Appendices

### Protected Information

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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.

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.		
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	12/13/2016	

Cotton, K. (1990). <i>Schoolwide and classroom discipline</i> . Office of Educational Research and Improvement. Retrieved from <a href="http://educationnorthwest.org/sites/default/files/SchoolwideandClassroomDiscipline.pdf">http://educationnorthwest.org/sites/default/files/SchoolwideandClassroomDiscipline.pdf</a>		
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	10/17/2017	

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	5/29/2018	

came to campus to promote tobacco awareness with the EPIC Youth program.		
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	

field with students.		
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	1/30/2019	

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	1/30/2020	

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	

imagery on entry and exit points.		
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 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.	12/9/2021	
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	

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.		
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.1: District Staff Emergency Contacts – Confidential**

Name	Position	Number(s)	Address
Michael Merrill	Superintendent	Cell 209-559-6549	1070 Suzanne Drive Angels Camp, CA 95222
Brett Christopher	Principal	Cell 925-784-6721	18221 Robin Ridge Rd Sonora, CA 95370
Gilbert Hammerbeck	Head of Maintenance	Cell 209-768-5317	19200 Rawhide Rd Jamestown, CA 95327
Cindy Jensen	Chief Business Official	Cell 209-591-3569	14148 Oak Knoll Road Sonora, CA 95370
Kellene Ditler	Grade Level Coordinator	Cell 209-840-7835	582 Shaws Flat Road Sonora, CA 95370
Andrea Fray	Grade Level Coordinator	Cell 209-743-7804	325 Leighton Lane Sonora, CA 95370
Jennifer Weller	Grade Level Coordinator	Cell 209-602-1907	170830 Mountainside Dr Soulsbyville, CA 95372
Mike Kimball	Campus Caretaker	209-928-4012	P.O. Box 1193 Tuolumne, CA 95379
<b>CLASSIFIED</b>			
Matt Anderson	Campus Supervisor	Cell 209-559-4114	8624 Carter St. Tuolumne, CA 95379
Sharlyn Anderson	Bus Driver	Cell 209-206-5040	22101 Longeway Rd Sonora, CA 95370
Nick Baker	Bus Driver	Cell 209-770-1039	P.O. Box 849 Tuolumne, CA 95379
John Baldwin	Maintenance	Cell 209-770-2182	21101 Crystal Falls Dr Sonora, CA 95370
Maggie Beck	Attendance Secretary	Cell 209-352-9689	20315 Jamestown Road Sonora, CA 95370
Darlene Benetti	Custodian	Cell 209-586-7779	P.O. Box 638 Mi Wuk, CA 95346
Bonnie Bettencourt	Instructional Aide	Cell 209-743-6824	16929 Broken Pine Rd. Sonora, CA 95370
Keith Cooper	Maintenance	Cell 209-768-8284	20567 Britta Court Sonora, CA 95370

			Jamestown, CA 95327
Eric Knapp	Crisis Counselor	209-620-4721	24264 Oc Bow Ln North Sonora, CA 95370
Mariah Nuki	Instructional Aide	Cell 209-352-3677	P.O. Box 1007 Mi Wuk Village, CA 95346
Janae Perkins	Executive Secretary	Cell 209-352-2125	18497 Baker Avenue Tuolumne, CA 95379
Wendy Parry	Custodian	Cell 209-694-3405	16530 Creekside Dr. Sonora, CA 95370
Kris Persson	SISDA	Cell 209-770-9535	15378 Poco Calle Drive Sonora, CA 95370
Terra Pfeiffer	Cafeteria Assistant	Cell 209-728-7179	21366 Crestview Drive Sonora, CA 95370
Kristi Radetich	Office Clerk	Cell 209-352-0528	24222 Wuuya Way, Mi Wuk Village, CA 95346
Chris Sullivan	Custodian	Cell 209-454-6320	23015 Middle Camp Ro. Sonora, CA 95370
Star Shirley	Speech Therapist		
Debbie Talli	Cafeteria Assistant	Cell 209-559-0522	19689 Grace Way Sonora, CA 95370
Kevin Townsend	Cafeteria Assistant	Cell 209-928-4593	19560 Mira Monte Tuolumne, CA 95379
Cassy Mason	Instructional Aide	209-596-6994	20597 Steven Ct. Soulsbyville, CA 95372
<b>TEACHERS</b>			
Pilar Alomia	Teacher SHS	Cell 209-768-4205	16932 Broken Pine Road Sonora, CA 95370
Mark Antinetti	Teacher LBHS	209-928-1336	P.O. Box 1115 Tuolumne, CA 95379
Travis Bainbridge	Teacher SHS	Cell 213-926-8345	18461 Bay Avenue Tuolumne, CA 95379
Andrea Banks	Teacher SHS	209-588-2884	19372 Hillsdale Drive Sonora, CA 95370
Lindsey Bannwarth	Teacher SHS	Cell 209-770-1053	11187 Coopers Court Sonora, CA 95370
Julie Bennet	Teacher SHS	Cell 209-743-7064	P.O. Box 323 Tuolumne, CA 95379
Erika Caldera	Teacher SHS	Cell 209-768-3114	19278 South Court Sonora, CA 95370

Shane Patey	Teacher SHS, MHS	Cell 951-536-0702	24048 Oxbow Lane N. Sonora, CA 95370
Amy Peterson	Teacher SHS	Cell 209-743-6878	P.O. Box 303 Tuolumne, CA 95379

**Appendix B.2: Campus Staff Emergency Contacts – Confidential**

Name	Position	Number(s)	Other
Carol Schutt	Teacher SHS	Cell 717-377-2526	P.O. Box 825 Groveland, CA 95321
John Smale	Teacher SHS	Cell 650-868-8625	18715 Railbed Road Jamestown, CA 95327
Dana Spurrier	Teacher SHS	Cell 209-559-9496	18322 Gardner Avenue Tuolumne, CA 95379
Lee Suggs	Teacher SHS	209-928-1676	P.O. Box 787 Tuolumne, CA 95379
Molly Rose	Teacher CSHS & Adult Ed.	209-588-3011	22898 South Fork Rd Sonora, CA 95370
Ben Watson	Teacher SFHS	Cell 209-533-1128	17381 Valley Oak Dr. Sonora, CA 95370
Karen Wessel	Teacher SHS	209-532-1843	22031 Feather River Dr. Sonora, CA 95370
Darcy Wingo	Teacher SFHS	209-586-1196	P O Box 582 Twain Harte, CA 95383
Mike Rouse	Teacher SHS & Athletic Director	949-395-5289	16848 Draper Mine Rd. Sonora, CA 95370

**Appendix B.3: Crisis Response/Community Emergency Contacts**

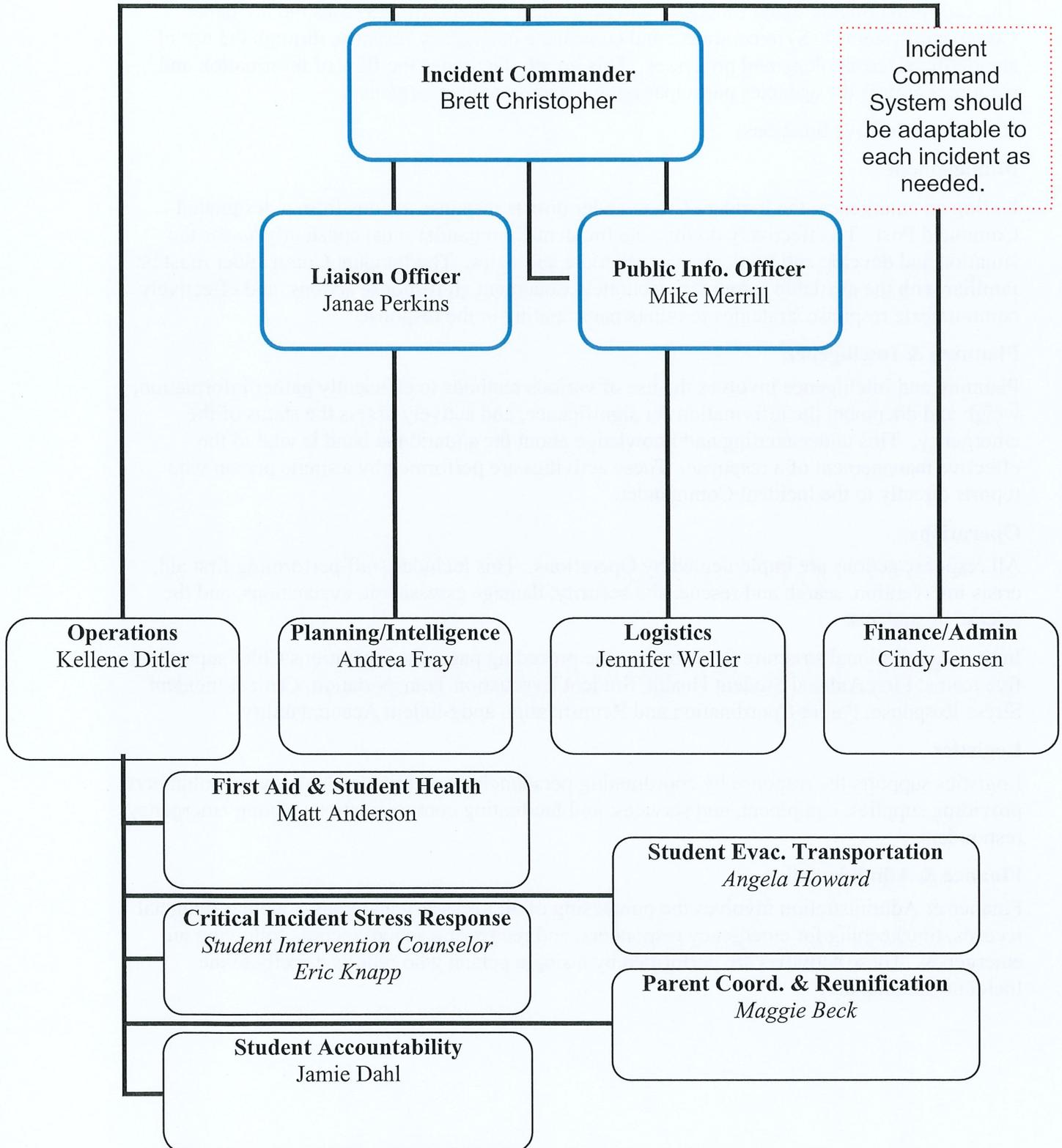
**For all emergencies call 911**

**Public Health and Safety**

Vendor	Number	Purpose/Subject
County Sheriff	Emergency – 911	

**Appendix B.4: SUHSD Incident Command System**

**Standardized Emergency Management System/ Incident Command System Overview**



## ***Appendix B.5: District/Campus Emergency Evacuation Plans***

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### **Summerville High, Connections Academy and District Office Evacuation Plan**

During an off campus evacuation, students will load buses in the bus zone and buses will proceed to Sierra Bible Church at 15171 Tuolumne Rd, Sonora, CA 95370, Tuolumne Park or another safe location. Sierra Bible Phone number: 532-1381. Teachers are to guide students onto buses, take roll once students are on bus and again when at a safe destination.

#### **Student Evacuation Transportation**

During the school calendar, transportation has a mechanic and a mechanic helper that are both on campus most of the school day and are licensed school bus drivers. If there was an emergency evacuation where busing would be needed immediately, one or both of them should be available.

Once the transportation director is notified, she will make the mechanic aware of the situation and begin reaching out to any/all drivers that can be available to help in the situation.

**South Fork High School Evacuation Plan**

During an off campus evacuation, students will load into the teachers' vehicle in the school parking lot and proceed to Summerville High Campus at Tuolumne Rd, Sonora, CA 95379, Sierra Bible Church or alternate safe location. Teachers are to guide students to vehicles, take roll once students are at Summerville High or alternate location. Notify Summerville High School: 928-4228.

**Mountain High School Evacuation Plan**

During an off campus evacuation, students will load into the teachers' vehicle in the school parking lot and proceed to Summerville High Campus at Tuolumne Rd, Sonora, CA 95379, Sierra Bible Church or alternate safe location. Teachers are to guide students to vehicles, take roll once students are at Summerville High or alternate location. Notify Summerville High School: 928-4228.

## Appendix B.6 : ALICE Training

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District Staff ALICE Training  
10/6/22 and 10/7/22

**ALICE TRAINING Presenter: Jim Frost**

**Why Are We Here?** Ultimately, for the protection of students (and staff). Because of incidents like Columbine, Sandy Hook, Aurora, CO, Amish communities, etc. Small towns are not exempt.

**Who Do We Deal With?** Hard to find a particular characteristic. They can be completely different; no real profile. Most white males, but there are others who commit these acts as well. Most are single shooters, of various ages, and not necessarily a psychiatric case.

**What Do They Want?** High body count, notoriety, press time, soft targets who will not fight back. They often commit suicide afterward.

**SWAT Call-Out:** With all SWAT units, individual members carry their gear with them in their cars. Patrolmen also have a ready bag in the vehicle, and proper training/ prepared mindset. They will respond to the active killing going on, going immediately to where the active killing is going. No negotiation.

**What Should Our Actions Be?**

**A**lert    **L**ockdown    **I**nform    **C**ounter    **E**vacuate

- It may take time for law enforcement to arrive
- 5-15 minutes is a long period to try to survive.
- These steps are not sequential - take appropriate action

Natural responses:

*Fight-* counter strategies

*Flight-*evacuate

*Freeze-*lockdown (secure-in-place)

**Alert**

- Give as much info out ASAP
- PA system all-call **ext 6800**
- We need to recognize harmful situations and report them as soon as possible
  - i.e. a teacher announcing the location and person with the gun
    - Gives classes an idea of how to respond--do we run or hide or fight?
- Empower all personnel to make a decision to warn others

- Walk around campus, and see escape routes yourself to prepare
- Reunification points should be established
  - Admin will establish these. Currently, Sierra Bible in the end (for pick up, and driving off campus to get away from a fire)
  - Somewhere off campus

*It's better to do something, than nothing at all.*

## **Appendix C: Site Procedures for Power Outage**

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## Appendix D: Emergency Response Guidelines

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### 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.

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

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### ***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***

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.