

Comprehensive School Safety Plan

**2018-19
School Year**

School: Proctor Terrace Elementary
CDS Code: 49 70912 6052179
District: Santa Rosa City Schools
Address: 1711 Bryden Ln.,
Santa Rosa, CA 95404-3646
Date of Adoption: February 27, 2019
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- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:





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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 1711 Bryden Lane, Santa Rosa 95404.

Safety Plan Vision

This plan has the following objectives:

To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of disaster during school hours.

- To provide for the maximum utilization of school personnel and facilities to care for disaster victims.
- To protect school property.

PUPIL PROTECTION POLICY:

The policy of the Board of the Education for pupil protection is as follows:

The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.

Under no circumstances shall any child be released from the custody of school personnel unless and until such may be done with safety.

Any adult calling for a pupil at a school site will be required to identify himself to an assigned staff member before being permitted to take a pupil out of school.

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Sonoma County Office of Emergency Preparedness and the Sonoma County Office of Education.

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance.

This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

Components of the Comprehensive School Safety Plan (EC 32281)

Proctor Terrace Elementary Safety Committee

Assessment of School Safety

The current administration and supervision staff at Proctor Terrace continues with a clearly defined discipline plan for addressing behavioral issues on campus. Due to the Corona virus pandemic and subsequent Sonoma County Shelter in Place order in March 2020, Santa Rosa Schools shifted to distance learning and the overall number of disciplinary incidents decreased significantly. When students return to school, the school administration will continue to seek restorative, logical consequences as an alternative to exclusionary discipline, in order to keep students on campus and engaged in learning. The administration and all school staff continue to work diligently at building relationships within our entire school community, with a specific focus on building positive student to-student and student-to-staff relationships. We believe that through this work, we will see fewer behavior incidents overall, particularly in the area of classroom disruptions. Through restorative conferencing and mediation, the administrators strive to help students gain an understanding of the impact of their behavior, and provide opportunities to repair the harm done to others or to the campus.

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

Procedures and Policies

- A. Child Abuse Reporting Procedures
- B. Disaster Procedures
- C. Suspension and/or Expulsion Procedures
- D. Procedures to Notify Teachers of Dangerous Pupils
- E. Sexual Harassment Policy
- F. Rules and Procedures for School Discipline
- G. Rules and Procedures on Hate Violence
- H. School Safety Plan

Programs

- Multi-Tiered Systems of Support (MTSS)
- BESTPlus Program
- Toolbox Program
- Safety Procedures
- Restorative Practices: Restorative Resource Specialist and Classroom Circles
- Noon Duty Supervision
- Leadership
- Weekly Tiger Tickets Awards and Monthly BEST Award Assemblies

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

CHILD ABUSE

The district's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting:

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters

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

Disaster Plan (See Appendix C-F)

THREE LEVELS OF EMERGENCIES: Emergencies are described by one of the following three levels:

Level One Emergency: A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

Level Two Emergency: A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, Sheriff's Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

Level Three Emergency: A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

Authorities and References

The Plan is based on federal and state law and district policy.

Plan Implementation

The Plan will be:

- initiated by the Principal or designee when conditions exist which warrant its execution
- implemented by all staff who will remain at school and perform those duties as assigned until released by the Principal.
- reviewed at least annually by Site Safety Committee

Emergency and disaster functions have been identified and pre-assigned.

The Emergency Teams will be updated at least annually.

Planning:

Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the Principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the Principal.

Staff Orientation/Training

All school staff will be oriented to this plan by the Principal and/or designee at the beginning of each school year.

Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

Drills

In accordance with state law:

1. Evacuation drills will be conducted on a monthly basis.
2. An earthquake ‘Drop, Cover and Hold’ drill will be held each trimester.
3. Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year. (Section 560, Title V, California Administrative Code)
4. All students and staff will participate in these mandated drills.
5. A district wide drill/simulation is recommended yearly. All drills will be recorded on the Emergency Drills form.

Evacuation Routes

The Principal is responsible for establishing safe evacuation routes from all school facilities.

Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

Parent Communication/Responsibility

Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

Supplies and Equipment

Disaster supplies and equipment are maintained as follows:

Emergency kits in each classroom, to include Student Emergency Forms, flashlight, batteries, basic first aid supplies, temporary shelter tarps, food and water supply

Tools for shutting off the utilities at each shut-off location.

Emergency File

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office marked EMERGENCY FILE and will be taken by the school office manager whenever the school building is evacuated.

Communications

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance.

In the event that telephone and/or electrical service are interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

It is the responsibility of the Superintendent/Principal to disseminate information to the public.

Emergency Actions:

When an emergency occurs, it is critical that every staff member takes immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught by staff what their actions are when the following EMERGENCY ACTIONS are implemented:

All Clear Evacuation

Convert School Leave Building

Directed Transportation Secure Building

Drop and Cover Stand By

Duck, Cover and Hold Take Cover

Emergency Preparedness Procedures:

This Plan establishes procedures to be followed which will nullify or minimize the effects of the emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this Plan are:

Bomb Threat

Chemical Accident

Civil Disobedience

Earthquake

Explosion and/or Threat of Explosion

Fallen Aircraft

Fire

Flood

Irrational Behavior

Loss of Utilities

Personal Emergencies

Rabid Animal/Animal Disturbance

Severe Windstorm

War

PRINCIPAL'S RESPONSIBILITIES

The Principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the Principal or his designee will assume overall direction of disaster procedures for their school. The Principal is the sole representative of the school communicating with the media. The following alternates are appointed to act in succession in the absence of the Principal regarding administration and supervision of all aspects of the emergency:

- Lead Teachers:Linda Schmidt, Kim Solomon
- Office Manager:Karla Rippin
- Head Custodian:Harold Nelson

Every teacher should become thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so they will be prepared to react quickly to instructions given to them in times of emergency.

ACTION OF SCHOOL STAFF

PRINCIPAL - The Principal, or in their absence, the designated representative shall assume overall direction of emergency procedures.

1. Direct evacuation of building, as required, for fire, threatened explosion, or following cessation of earthquake tremors.
2. Arrange for transfer of students if threatened by floods or approaching fires.
3. The Principal is the sole public information officer for communicating with the media and press unless designated otherwise.

TEACHERS - Teachers will be responsible for the supervision of students in their charge.

1. Direct evacuation of children in their charge to inside or outside assembly areas.
2. Give DROP command during an earthquake or in a surprise attack.
3. Take roll when class relocates outside, inside an assembly area or at any other location.
4. Responsible for bringing backpack emergency supplies.
5. Report missing students to the Principal.
6. Send students in need of first aid to school nurse or person trained in first aid.

TEACHERS (FIELD TRIPS) - In the event of an emergency while on a field trip, teachers will:

1. Take backpack with Student Emergency Forms and first aid kit on the field trip.
2. Follow directions under "TEACHERS" above.
3. Follow emergency directions of local emergency officials.
4. Contact the school via telephone, or request local emergency officials to contact the school or school district officials.

INSTRUCTIONAL ASSISTANTS - Instructional Assistants will remain with their assigned teachers and assist them in the performance of their assigned tasks.

OFFICE MANAGER

1. Report fire or disaster to appropriate authorities.
2. Man telephone, monitor radio emergency broadcast, serve as messenger, and aid in administering first aid.

3. Stand by office area as appropriate.

CUSTODIAN

Check bathrooms in multi-purpose room, primary buildings and outside upper classroom area.

Examine building and plant for damage and keep Principal informed of condition of plant. Turn off ventilation systems.

Direct Fire Department or emergency personnel to emergency

SCHOOL NURSE - if present, administer first aid and supervise administration of first aid by those trained in it.

CAFETERIA MANAGER - If present, direct the use and preparation of cafeteria, food, and water supply when necessary.

School water supply in container by Room 33 will be refilled with fresh water every 6 months by the Custodian.

BUS DRIVERS

Supervise the care of children if emergency occurs while children are in bus.

Issue DROP command if earthquake or surprise attack occurs while children are in bus.

Transfer students to new locations, when directed by principal.

OTHER STAFF - Evacuate children as per plan, remain with them in assigned area, return them to teacher if teacher is in that area.

Emergency Teams:

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to save lives, prevent injuries, and protect property.

The Emergency Teams outlined in this Plan are:

Communications Team

Crisis Intervention

Emergency Operations Center Team

First Aid Team

Food, Water and Supply Management Team

Maintenance / Fire Team

Search and Rescue Team

Student Release Team

Team Membership:

The School's Emergency Teams shall be comprised of personnel selected by the Principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and shall be required to participate in a number of "emergency readiness" activities before an actual disaster occurs, in order to be fully prepared to respond both during and after the emergency.

Team Leader Responsibilities:

The leader of each team shall have a number of ongoing responsibilities, including the following:

- requesting the Principal or designee to fill any vacancies on the team;
- arranging for the training of new members and alternates;
- ensuring that necessary supplies and equipment are maintained;
- recommending purchase of necessary supplies and equipment to the Principal or designee;
- conducting annual meetings with team members to validate or update procedures;
- attending annual meetings with other team leaders and the Principal or designee;
- determining where and under what conditions the team will meet during emergencies; and
- coordinating team activities during actual emergencies.

NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

Personal Preparedness

When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

- know and complete those assignments for which they are assigned
- have the confidence that they have prepared their own families to deal with emergencies

The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

Emergency Action 1 All Clear

Announcement

An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) Thank you."

Use messengers with oral or written word as an alternate means of staff notification.

Routing: Start at Office and move in both clockwise and counter clockwise directions.

Description

This ACTION signifies the end of the ACTION that had been initiated.

Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.

Use Parent Telephone Alert System if appropriate.

When Used

This ACTION is used as the final ACTION to conclude:

Duck, Cover and Hold

Leave Building

Secure Building

Stand-By

Take Cover

Emergency Action 2 Directed Transportation/Evacuation

Announcement

An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) DIRECTED TRANSPORTATION (Pause) DIRECTED TRANSPORTATION (Pause) When the dismissal bell rings."

Use messengers with oral or written word as an alternate means of staff notification.

Routing: Start at Office and move in both clockwise and counter clockwise directions.

Description

Students and staff will be loaded into school buses, cars and any other available means of transportation and moved from an area of greater danger to an area of lesser danger.

Who is assigned to each loading area? Principal and Lead Teachers

Where is loading area? Grosse Avenue

What staff supervises this ACTION, and where? Communication Team at the Emergency Control Center

Use Parent Telephone Alert System if time permits.

This Action will normally be preceded by Action STAND-BY or another Action.

When Used

This ACTION is considered appropriate for, but is not limited to, the following:

Flood

Fire

Chemical accident

Emergency Action 3 Duck, Cover and Hold

Announcement

An oral command to “DUCK, COVER AND HOLD” by dialing 79919(repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

Description

When inside

Upon the command “DUCK, COVER AND HOLD”, students and staff should immediately drop to the floor, get under their desk and hold on to desk legs. Desks should be arranged so that they do not face windows.

When outside

Upon the command “DUCK, COVER AND HOLD”, students and staff should immediately move away from buildings and other objects which might topple over, DROP to the ground and COVER the head in the same way as the Civil Defense Protective Position.

Use Parent Telephone Alert System if appropriate. Principal and Communications Team will initiate this response.

When Used

This ACTION is appropriate for:

Earthquake

Explosion

Surprise Attack

Emergency Action 4 Leave Building

Announcement

Dial 79909 to announce evacuation and initiate Fire alarm (bell or horn signal).

Provided time is available, make an announcement in person directly or over the public address system which will indicate the nature of the emergency event.

Example: “Your attention please. (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING.”

Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

Routing: Start at Office and move in both clockwise and counter clockwise directions.

Description

The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.

This ACTION should be followed by another action or a return to school buildings and normal class routine.

All clear signal: Given by Principal.

Use Parent Telephone Alert System when appropriate.

When Used

This ACTION is considered appropriate for, but is not limited to, the following:

Fire

Bomb threat

Chemical accident

Explosion or threat of explosion

Post-earthquake

Other similar occurrences which might make the school buildings unsafe

Emergency Action 5 Secure Building

Announcement

Principal or designee dials 79999 to initiate Lock Down

Teachers should initiate this ACTION anytime they hear extremely violent behavior outside their classroom.

Description

Teachers and other staff members are to immediately lock doors and have students lie on the floor.

While students are getting on floor, close any shades and/or blinds if it appears safe to do so.

Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.

This ACTION will not normally be preceded by any warning.

Use Parent Telephone Alert System as soon as possible.

When Used

This ACTION is considered appropriate for, but not limited to, the following:

Extreme Violence

Gunfire

Emergency Action 6 Stand By

Announcement

An announcement in person directly or over the public address system

Example: "Your attention please. (Pause) STAND BY, (Pause) STAND BY, (Pause) STAND BY. Additional information to follow."

Use messengers with oral or written word as an alternate means of faculty notification.

Routing: Start at Office and move in both clockwise and counter clockwise directions.

Use Parent Telephone Alert System if appropriate.

Description

1. If outside, teachers are to return to their classrooms.
2. If inside, teachers will hold students in classrooms pending receipt of further instructions.
3. Must be followed by another ACTION or return to normal school activities.

When Used

This ACTION is appropriate for all disasters or emergencies, except those that occur without warning.

Emergency Action 7 Take Cover

Announcement

Enemy Attack- Principal or designee will dial 79999 to initiate Lock Down

An alarm and notice to Lock Down/Return to Class will be broadcast

An announcement in person directly or over the school public address system for schools not near an Attack Warning Siren.

Example: "Your attention please. (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) Enemy attack imminent."

Continuing short bell signals.

Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) Severe Windstorm imminent."

Continuing short bell signals.

Use messengers with oral or written word as an alternate means of faculty notification.

Description

Move to and take refuge in the best-shielded areas within the school buildings.

Use Parent Telephone Alert System as soon as possible.

When Used

This ACTION is appropriate for, but is not limited to, the following:

Actual enemy attack or imminent threat of attack

Severe windstorm with little or no warning

Emergency Procedure Personal Emergencies

Student, Staff or Visitor

- Notify Principal, call 911
- Provide privacy for the person as appropriate

- Provide first aid as appropriate

SUICIDE

Attempted Suicide – person has taken or is taking a substance

DO DON'T

- Notify the Principal or Building Administrator- Don't risk your safety in the process of trying

to dial 911. If instant contact cannot be made with the office and you have

access to a phone, call 911. Give the

Call Back number of the school. Notify

the office as soon as practical.

- Be prepared to provide information to the 911

operator and to direct emergency services

to the victim.

- Try to keep the person calm and to control the

situation.

- Identify the substance taken and the amount

taken, if possible.

Attempted Suicide – person has a weapon

DO DON'T

- Notify the Principal or Building Administrator- Don't attempt to confront or disarm the person.

to dial 911. If instant access cannot be made - Don't allow anyone to go near the person who has the weapon.

call 911. Give the Call Back number of the with the office and you have access to a phone,

school. Notify the office as soon as practical.

- Remove all people from the area for their protection.

Suicide completed

Teachers and Staff Members:

DO DON'T

- Notify the Principal or Building Administrator
- Don't move the body or touch anything in the to dial 911. If instant access cannot be made area. with the office and you have access to a phone, call 911. Give the Call Back number of the school. Notify the office as soon as practical. signs are found.

Principal and Counselors

- Dial 911 and report the incident if not done already.
- Principal notify Superintendent at 528-5181.
- When students are dismissed, make certain they do not pass near the scene.
- Secure the student's possessions, back pack etc. Identify any witnesses.
- Consult with police regarding notification of the family.
- Convene the school crisis team. The team will do the following:
 - prepare a written statement about the death.
 - send the statement to the family.
 - have the faculty read the statement to the students.
 - communicate as needed with parent organization.
 - direct all media to the Principal.
 - assemble a counseling team.

Emergency Team Communications

Team Leader(s): Brett Wilson, Karla Rippin

Functions

1. Reports and/or releases of emergency information concerning the status of students, staff and school facilities to the Sonoma County Office of Emergency Services, Sonoma County Office of Education, District Trustees, parents, public and the press.
2. Maintains communications with district employees.
3. Maintains log of all incoming and outgoing communications.

Emergency Team Crisis Intervention

Team Leader: Brett Wilson , Principal

Team Members

1. Tina Hiatt 3. Niessia Diehl
2. Valerie Johnson

Location

- Inside:Office
- Outside:Emergency Control Center

In response to notification of an emergency or disaster, sudden death, suicide, etc., the Principal or designee should immediately notify the Superintendent and assemble the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

1. Preparation of a written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster.
2. Establish a crisis center on campus where crisis team members will be available to meet with the students.

3. Request assistance, if needed, from Santa Rosa City School or Sonoma County Office of Education Psychological Services, and/or the Sonoma County Mental Health Services.
4. Promptly share factual information with staff, students, parents and community according to District requirements.
5. Plan staff meetings or other communications as soon as possible to share information.
6. Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.
7. Provide a written statement which teachers may use to announce the event to students.
8. Request teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

Emergency Team Emergency Operations Center (EOC)

Team Leader: Brett Wilson, Principal

Team Members

1. Dan Swedenborg
2. Angela Guerrero

EOC Location

- Inside: Multipurpose Room
- Outside: Emergency Control Center

Functions

1. Determine appropriate actions for students, i.e. evacuate school buildings, evacuate school site, return to class, etc.
2. Assign emergency functions as appropriate.
3. Conduct drills in keeping with requirements.
4. Collect, analyze and report information concerning: students and staff who are injured or unaccounted for; facility damage assessment; etc.; and report status to the District Office.
5. Determine the need for, and request, outside assistance.
6. Provide the overall direction for all activities that occur during an emergency.

Emergency Team First Aid

Team Leader: Susan Feige

Team Members

1. School Nurse (if on campus) 3. Susan Feige
2. Mary Ellen Byrnes 4. Janet Davis

Location

- Inside: Inside Kindergarten hallway

- Outside: Adjacent to Kindergarten hallway windows

Functions

Report to EOC to determine medical needs and plan.

Set up first aid area and get supplies from storage container.

Assess injuries and provide first aid as indicated.

Determine need for skilled medical assistance and request from the EOC.

Tag each of the injured with name, address, injury and any treatment rendered.

Establish priorities for the transport of the injured to hospitals, when transport is available.

Complete the Injury and Missing Persons Report.

Emergency Team Search and Rescue

Team Leader: Dan Swedenborg

Team Members

1Theresa Drew

2. Krisite Lesmeister

Location

Inside: Office

Outside: Emergency Operations Center

Functions (Always done in teams of no less than two people)

1. Check in with Team Leader.
2. Be sure that you have the proper equipment, located in storage container.
3. Check the exterior of the building
4. Select a safe entrance to each room.
5. Interior Search
 - Mark the entry door with a slash /
 - Initiate a sweep of assigned area in an orderly pre-assigned sweep pattern.
 - Upon entering an area call out and wait for an answer.
 - Remove un-trapped victims first.
 - Remove trapped victims if possible.

- When exiting complete original / making an X and write pertinent information on the door.
- Secure the building from re-entry after the search
- Report to Principal/Lead Teachers and describe situation.

Emergency Team Student Release

Team Leader: Susan Dochtermann

Team Members

Tiffany Millea

Tara Lyons

Leslie Gude-Dunbar

Jennifer Averbuck

Location

- Inside:Office
- Outside:Adjacent to Emergency Operations Center

Functions

1. Account for all students and staff.
2. Get Injury and Missing Persons Report from each teacher and report to EOC.
3. Check student emergency card for name of person(s) authorized to pick up student.
4. Release student only to an authorized person.
5. If in doubt, ask for identification.
6. Complete Student Release Log.

Public Agency Use of School Buildings for Emergency Shelters

Communications and Control: Administrative Office

Media Center: Library

First Aid: Nurse's Station in Office

Food Distribution: Multipurpose Room

Public Care Facility: Multipurpose Room

Holding Area for Casualties: Staff Room

Morgue: RSP/ Room 37

Parent/Community Liaison: Principal/PTA President

Utility Shut Off: Location (see maps)

- a) Water: Main Valve – Outside primary wing, near Room 21
- b) Natural Gas: Main Valve - Fenced enclosure near student bathrooms
- c) Electricity: Panels in Fenced Enclosure by main gate

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn. Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies. At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension, expulsion and mandatory expulsion guidelines.

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

As required by law, a record of students who have been suspended, is kept on file in the office for teacher perusal.

Information regarding a dangerous student in violation of Penal Code Section 243 shall be relayed to school staff in a manner insuring maximum confidentiality. This shall be communicated individually or at a staff meeting.

See SRCS Administrative Regulation 5114.9.3

The Superintendent or designee shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. The principal shall disseminate this information to any staff member who directly supervises the student to avoid placing the staff member in a vulnerable position, or to protect others from vulnerability. Any court-initiated information that a staff member receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student,

parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. In order to maintain confidentiality when providing information about student school related offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee. He/she shall also initial the student's file when reviewing it in the school office.

CAMPUS VISITORS

All campus visitors, including parents are to report to the office. Each school site has a volunteer sign-in binder that should be filled out when arriving on campus.

Signs are posted at entrances indicating that all visitors are to report to the office.

RELEASING CHILDREN FROM SCHOOL

A child may not be released to anyone other than a parent, guardian, or a person listed on the child's emergency card. A child may go home with someone other than those listed on the card if the child brings a note to the school. This note should be given to the office staff and the parent should sign the log.

If someone other than listed on the card arrives at the school to pick up a child, the child will not be released to that person unless the parent or guardian can be located to approve such release.

Parents are requested to send a note to the school if the child will be leaving from school early. Adults must report to the office, not the classroom. Children will be picked up in the office.

MEDICAL EMERGENCIES

The following course of action should be followed in a medical emergency. Take all necessary action to stabilize the victim and make him/her comfortable. Inform the office immediately. Do not try to move the child if he/she complains of any type of neck or back pain or the nature of the accident would lead one to suspect possible injury.

The office staff will assist in ascertaining the seriousness of the injury. As deemed necessary, the office staff will take the following action:

1. Pull the child's emergency card
2. Notify the parents

If the injury is considered serious, the office staff will immediately dial 9-911 for emergency assistance. The emergency personnel who arrive should be given a copy of the child's emergency card and apprised of the contact made with the family.

The child will be taken to Memorial Hospital unless otherwise indicated by the parents or the information on the emergency card.

A 'Student Accident Report' form is to be completed by involved personnel as soon as possible following the injury. This form is mailed to the Redwood Empire School Insurance Group (RESIG) and is not given to parents. Parents must request any report copies from the district superintendent.

MEDICATION POLICY

No medication, not even aspirin, is to be administered to any student by the school staff unless the parent or guardian has given written consent and a physician has provided written authorization. Any pupil who requires medication prescribed by a physician during the regular school day or day care may be assisted by the school nurse or other designated school personnel.

The school must receive a completed form, "Permission for School Personnel to Give Medication," which includes a written statement from the child's physician detailing the method, amount and time schedules by which such medication shall be taken and a written statement or note from the parent or guardian of the child indicating the desire that the school assist the child in the physician's statement. The form must be signed by the parent and by a doctor and brought to the office to be kept on file.

Any medication of a short-term nature to be administered to a child during school must be brought to the school office in its original bottle with the prescribed dosage and a note from the physician.

STUDENT ACCIDENT

If a student is injured immediately ascertain its seriousness and determine if assistance from office staff is needed. If the child has fallen and complains of neck or back pain, the office staff should be consulted prior to any attempts to move the child or have the child move. For any accidents requiring other than minor first aid, the parents will be contacted. If the injury might require medical attention, the staff will take the advisement of the parent or guardian unless immediate medical attention is needed.

In any injury requiring more than minor first aid which might indicate a fracture, concussion, or other potentially serious injury, a Student Accident Report form is to be completed by involved personnel as soon as possible following the injury. This form is mailed to the Redwood Empire School Insurance Group (RESIG). This form is for district use only and is not given to parents. Parents must request any report copies from the district superintendent.

JOB-RELATED INJURY

Employees injured at school or at a school-sponsored activity must request from the office staff a Worker's Compensation form as soon as possible even if they do not anticipate missing work or requiring additional medical help. Administrators are required to provide employees a form within 24 hours of being notified of an employee accident.

Please let the principal, office staff, or head custodian know of any potential hazards that resulted in the injury or present unsafe conditions. If it is deemed necessary, the head custodian will rectify the situation or complete a district Maintenance and Operations work order to have the work completed.

CHILD SAFETY INSTRUCTIONS

Students are regularly reminded about behaviors that will maximize their safety in public and going to and from school, especially in how to respond to strangers or potentially unsafe situations. These reminders may be given during an assembly or if there is information about suspicious activity in the community. In such cases, where appropriate, a written safety alert will be sent home to advise parents.

CURRENT SCHOOL CRIME ASSESSMENT

Proctor Terrace School

Our school environment is characterized by mutual student and staff respect and caring. We embrace that we are a community. We are in the 3rd Cohort for BEST Plus. We have a team of teachers as well as, our district Counselor, attending trainings,

We are working as a school community to decrease misbehavior and reinforce appropriate actions. . Students are awarded with Tiger Tickets for Being Safe, Being Respectful, Being Responsible and Kind. Tiger Tickets are collected by teachers. Each Friday, tickets are drawn per grade level. Those students come to the office at recess to pick their prize from the Tiger Ticket Prize basket. We have quarterly BEST assemblies awarding students for respectfulness, responsibility, safety, kindness and various life skills. Teachers are using community circles, class meetings and conflict resolution strategies to help encourage a supportive community environment. We are participating in the Kindness Challenge event again this year.

Suspension & Expulsion Rates

2018 Data from CDE Dashboard 0.2%
2017 Data from CDE Dashboard 3.3%
2016-2017 11 days of suspension
2015-2016 5 days of suspension
2014-2015 13 days of suspension
2013-2014 1 day of suspension
2012-2013 28 days of suspension
2011-2012 14 days of suspension
2010-2011 17 days of suspension

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

Definition: Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual’s education or creating an intimidating, hostile, or offensive educational environment.

Examples:

1. Making unsolicited written, verbal, physical and/or visual contact with sexual overtones such as:
2. Suggestive or obscene letters, notes, invitations, pictures, or objects.
3. Leering and other suggestive or lewd looks, expressions, or gestures.
4. Derogatory comments, slurs, jokes, or epithets.
5. Assault, touching, impeding or blocking movements.
6. Continuing to express sexual interest after being informed that the interest is unwelcome.
7. Making, threatening or implying reprisals following a negative response.

Confidentiality: Reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Witnesses shall be informed that it is a violation of the district policy to disclose the complaint, the nature and outcome of the investigation or the parties involved.

Disciplinary action: Students in grades 4 - 12 are subject to disciplinary action. Interventions may include conferencing, warning, counseling, detention, school service, and Saturday school if available. More serious infractions or chronic violations of the district’s sexual harassment policy may result in suspension or expulsion.

Retaliation prohibited: A student shall not be subject to retaliation or reprisal for filing a complaint. Every effort will be made by school personnel to insure non-retaliation and, if this policy is violated, appropriate disciplinary action will be taken.

Complaint procedures:

Informal resolution: Students are encouraged to inform the student who is subjecting them to sexual harassment but are not required to do so.

Formal complaint: If a student has tried but is unable to communicate directly with the person, or does not feel comfortable in doing so, a school staff member should be informed about the problem and this information passed on to the Principal to investigate.

Review and procedures:

The Principal shall review the complaint, whether it is by the student, parent, or referred by a staff member.

The Principal will contact the parent of the aggrieved to insure that they are aware of the complaint and the process that will ensue. A follow-up letter with a copy of the district’s sexual harassment policy and complaint form will be mailed home.

The Principal shall conduct an investigation and inform the student who is being accused of sexual harassment and that student’s parents.

Upon completion of the investigation, the Principal shall determine whether the harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or disciplinary action.

A closing letter will be sent to the parents of the aggrieved to apprise them of the findings of the investigation, and that action has been taken if there was sufficient evidence to verify the complaint.

The Principal shall keep a written record of all interviews and contacts made in conducting the Investigation.

A copy of all written communications, including closing letters, shall be sent to the District Title IX officer.

Responsibilities of staff members:

All staff members who are responsible for students shall insure that students are in an environment which is physically and emotionally safe.

Staff shall seriously address any student actions which involve harassment, intimidation, threats, or aggressive conduct, whether it be verbal, nonverbal or physical. If the conduct appears to be sexual harassment as outlined previously, the situation should be brought to the attention of the principal.

Teachers will instruct students on conduct which reflects respect for others and shall reflect the school's written behavior standards. In grades 4-6, teachers will more specifically address sexual harassment as part of the health curriculum, a class meeting, special presentation or other instructional means which are appropriate to the maturity level of the students. They will be informed of the procedure for making a complaint, how it will be followed up, and the possible consequences for those who engage in sexual harassment.

K-3 Suggested Activities:

Classroom meetings at the beginning of the year emphasizing the need for respect for one another and that every student has a right to come to school and feel safe.

Students should be made aware of what is considered appropriate physical contact and what is not deemed appropriate in a school setting.

Encourage students that they should let their parents or staff member know if someone does not respect this right.

4-6 Suggested Activities:

1. Classroom meetings at the start of the year to address the need for respect and safety.
2. During the first quarter of the year, teachers will discuss with students the issues of harassment, in general, and weave in the specifics of sexual harassment. This may be done as part of a class meeting or a more formal curricular approach.
3. A peer theater group could be invited to present harassment and sexual harassment to a class or group and a follow-up discussion question and answer period. The use of appropriate videos on the topic may be used to initiate the discussion. Current events and other newsworthy items related to school safety or harassment in the workplace may be appropriate for older elementary students.
4. Incorporating aspects of the "Here's Looking at You, 2000" or similar curriculum as units relate to refusal skills, assertiveness, and peer pressure.

The district Title IX Officer is Anna Guzman, Assistant Superintendent.

Note: This is a brief overview; refer to the administrator's guide for specifics. Also refer to district Policy and Administrative Regulation 5114.17.

STUDENT RECOGNITION

Verbal praise: Staff recognizes students who follow the rules and show cooperative behavior. Thanking students, models good social skills and infuses a sense of appreciation in the school.

In the classroom: Each teacher recognizes students in many ways. Students are respected as individuals and many have an opportunity to be a special person or "VIP" for a week and be acknowledged publicly and on a bulletin board. Verbal praises, tangible rewards, such as Tiger Tickets, and special privileges are accorded to students who are courteous and cooperative. Students may be honored as "Student of the Week" or earn preferred activity time, to mention just a few. Teachers may send students to be recognized by the principal.

Principal recognition: Teachers are encouraged to send students to the office to celebrate academic and behavioral improvement. Every Friday we hold our Tiger Ticket Raffle. Students who have earned Tiger Tickets throughout the week place them in their grade level box in the main hallway. Three students at each grade level are chosen and come to the office to get a prize from the prize basket.

BEST Assemblies: BEST Assemblies are held quarterly, recognizing students for behavioral excellence.

Special celebrations and school spirit days: Students and staff are encouraged to show school spirit by wearing their school clothing or colors on Fridays and on special occasions. Other events which are part of the school's culture are the Tigerfest, Walk-a Thon, Movie nights, Spring Dance, special dress-up days and events planned by the student Leadership Club.

Special events: The staff plans special guest speakers, assemblies, and field trips. These would not be possible without the cooperation of the students in general.

Parent and community participation: Parents and community members, including high school and college students, and senior citizens, are always welcome at our school
BUS GUIDELINES

Bussing

Bus and van riders are expected to follow driver's directions at all times and be courteous to other passengers. Children issued citations are counseled by the principal and expected to bring back a copy of the citation signed by a parent the following day.

Each year, parents receive a copy of the rules on the bus and at the bus stop as part of their application for a bus pass.

The district policy calls for a warning with the first citation. A second citation results in a one-week bus suspension and a third one in a year results in a one-month bus suspension. A child is suspended from the bus for the remainder of the year with a fourth citation.

SAFE ENTRY INTO AND EXIT FROM SCHOOL

Many of the streets near the school are busy, especially at the beginning and end of the school day. Utmost care should be used by pedestrians and bicyclists at each intersection. Special care should be taken on the school grounds. Students and parents need to be extremely careful dropping off and picking up their children on Grosse Avenue. Children should not run to and from vehicles. Parent and children need to cross in the cross walk. A crossing guard is assigned on Grosse Ave and Bryden Ln.

When a Crossing Guard is on duty, students must wait until directed by him/her to cross the street. If a Crossing Guard is not on duty on Bryden Ln., push the WALK button and wait until the signal flashes. Do not assume it is safe just because the signal is flashing. Look both ways and then proceed carefully.

BICYCLE SAFETY

Children in grade 3 through 6 may ride their bicycles or scooters to school. Bike helmets are required of all students using bicycles or scooters. Anyone using their bicycle or scooter in an unsafe manner will not be allowed to bring their bicycle or scooter to school. Bicycles and scooters are to be walked on school sidewalks and on the campus at all times. Bicyclists and those riding scooters must walk their bicycles or scooter at crosswalks near the school and must wait for the directions of the crossing guard. Students are not allowed in the bicycle area during the school day. Locks and licenses are recommended.

The following bicycle safety rules should be understood by the students:

1. Be careful and alert at all times.
2. Obey all traffic rules and signs.
3. Ride in a single file.
4. Never weave in and out of traffic.
5. Never cut corners on left turns.
6. Always use arm signals when turning.
7. Always keep to the right side of the road or in bicycle lanes.
8. Never hang on to moving vehicles.
9. Be careful where you park your bicycle or scooter.
10. Always ride one on a bicycle.
11. Always walk your bicycle or scooter on the sidewalk when crowded or on the school grounds.
12. Always wear a helmet - it is the law.

SCHOOL BUS GUIDELINES

Bus and van riders are expected to follow driver's directions at all times and be courteous to other passengers. Children issued citations are counseled by the Principal and expected to bring back a copy of the citation signed by a parent the following day.

Each year, parents receive a copy of the rules on the bus and at the bus stop as part of their application for a bus pass.

The district policy calls for a warning with the first citation. A second citation results in a one-week bus suspension and a third one in a year results in a one-month bus suspension. A child is suspended from the bus for the remainder of the year with a fourth citation.

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

EC 35183 states that, (1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment, (2) "Gang related apparel" is hazardous to the health and safety of the school environment and (3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children. Further, the Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity. At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

Students at PTES arrive to and leave from the campus by one of four methods: bus, bicycle/scooter/skateboard, walking, parent/guardian vehicles. Parent drop off occurs at the EAST entrance; buses drop off and pick up students in the bus curb on the EAST side of the campus. Bicycles and skateboards enter and depart from the SOUTHWEST, and NORTHEAST corners of the campus. Walking students enter from all sides except the parent/student drop-off area and the bus circle's west side. Campus supervisors, student advisors, yard duty staff, and administrators supervise students as they ingress and egress. Parents are always welcome on campus as visitors and are required to check-in at the office and obtain a visitor's pass. Parents or other visitors who have not checked in to the office are directed to do so or are escorted to the campus supervisors' office. Throughout the year, site administrators and campus supervisors' meetings provide an opportunity to discuss campus safety and preventive measures to ensure the safety of all staff and students on this campus.

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

Component:

School safety is enhanced when all children have a sense of belonging and inclusion in the school.

Element:

People and programs- how does this positively impact students and provide a safe environment.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 1: A variety of activities will be planned that represent the diversity of the school and the community, and is reflected in the social studies standards and the visual and performing arts frameworks.</p>	<p>Activity 1: Students will attend at least one assembly or go on at least one field trip which includes content that is reflective of diverse historical or cultural expressions.</p> <p>Activity 2: As appropriate, the school will disseminate or post community events or functions. Staff will be encouraged or invited to attend events in the community that may include their students.</p>	<p>BEST PLUS, MTSS</p>	<p>Tier 1 Team and Principal</p>	<p>School Schedule</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 2: The school will create a physical environment that communicates respect for learning and for individuals, and recognizes students who exemplify positive values and leadership.</p>	<p>Activity 1: Students will be provided a variety of leadership opportunities that promote student responsibility and democratic values through such activities as SSA and class meetings.</p> <p>Activity 2: School-wide character education themes, such as Lifeskills and the Toolbox will be reinforced. Students will be publicly recognized for their actions.</p> <p>Activity 3: The Principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.</p> <p>Activity 4: The activities that support these goals are included in the school's Single Plan for Student Achievement, which is submitted to the District each year. The plan will include funding sources to support instructional materials, technology, student recognition, and family engagement.</p> <p>Activity 5: Emergency procedures will be practiced throughout the year.</p> <p>Activity 6: All students will receive instruction in anti-bullying program, and demonstrate appropriate skills in dealing with conflict.</p>	<p>Safe School Ambassadors Program</p>	<p>Niessia Diehl Counselor</p>	<p>Yearly Training</p>

Component:
Environment

Element:
Facilities

Opportunity for Improvement:
Student Safety, Campus Environment

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student safety and supervision	Install barriers to K playground exits	fencing	Maintenance	work completion
Engage in campus beautification	Create native plant garden and murals	landscaping and art supplies	PTA Committees	work completion
Increase security and supervision	Install and monitor security cameras	security camera system	Principal	

Component:
Environment

Element:
Facilities-

Opportunity for Improvement:
Student activities, community sports, and fundraising

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve playing field conditions	landscaping plan	landscaping materials and equipment	PTA Committee	work completion

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

Proctor Terrace Elementary Student Conduct Code

Proctor Terrace students will show respect for one another, allow teachers to teach and students to learn, and conduct themselves so that everyone can come to school each day feeling safe and ready to learn.

Everyone in the school should conduct themselves in such a way as to not hurt others physically or emotionally. Children are expected to act safely during the school day and at all school related events and functions. Behavior which threatens the emotional or physical well-being of other students, staff, and volunteers will not be tolerated.

The following guidelines and rules are meant to insure a safe learning environment for everyone at school:

- Respect other people’s property, bodies, and feelings.
- Follow directions and cooperate with others.
- Use language which is respectful and courteous.
- Play safely and only in areas with adult supervision.
- Honestly accept responsibility for one’s actions.

The following are NOT allowed:

Unnecessary noise, talking, or physical contact which is disruptive.

Refusing to follow the directions of any school staff member

Play which is unsafe and not in a supervised area.

Littering and not picking up after oneself.

Foul language which offends or hurts others.

Threats or harassment.

Hateful or violent behavior.

Stealing or damaging school or personal property.

Fighting or other unsafe and inappropriate physical contact.

Tobacco, alcohol or illegal drugs.

Knives, firearms, firecrackers or other dangerous objects.

Possible interventions and consequences for not following the rules:

Each teacher has classroom consequences for misconduct which may include the following

* Restorative practices, ignoring minor misbehavior; non-verbal warnings and cues; warn student privately; name on board, conference with teacher at a later time; time-out; recess detention; parent contact/conference; or referral to Principal for a "Verbal warning", student(s) solve problem or game ends/equipment or privilege taken away

Time-out from activity/play area (sit in a chair against multi-purpose wall) restriction from activity or play area (sit along office wall or at tables in quad), or a Detention is assigned

If classroom management techniques do not change a recurring behavior the following could occur:

Referral to Principal for disciplinary action

Parent contact or conference

Parent comes to school and accompanies student during class, lunch or recess

Refer to Student Study Team, counseling or outside referral

Behavioral agreement

School service (pick-up trash during recesses and lunch)

Suspension(s)

Refer to district for expulsion recommendation

See appended information on district's procedures for handling suspensions and expulsions. Also refer to district discipline Policies and Administrative Regulations 5114.1 - 5114.16.

Specific Consequences for Misbehavior:

Verbal Warning

- Unsafe behavior
- Out of Supervised Area
- Minor violations of playground rules
- Inappropriate language unless vulgar or threatening

Students solve problem or game ends/equipment or privilege taken away

- Complaints about game rules not being followed
- Verbal disagreements
- Failure to follow bicycle/helmet rules

Time-out from activity/play area (sit on assigned bench)

- Excessive roughness in game or on equipment
- Failure to heed previous warning
- Verbal altercation between students

Restrict from playground

- Student leaves time-out area or is causing trouble in time-out area
- Student repeats unsafe behavior
- Failure to follow staff directions
- Pushing/shoving

Detention

- Assigned by teacher
- Defiance of school authority
- Minor physical altercation, harassment, threat
- Unsafe playground behavior
- Failure to follow directions/rules

Referral to Principal

- Need for immediate counseling/problem-solving
- Fighting, continual harassment, continual threats
- Chronic misbehavior
- Lewd, obscene, or vulgar language
- Serious defiance of school authority
- Theft or vandalism
- Potential suspendable offenses

Bus Citation/Suspension

- Warning for first bus referral
- Subsequent referrals will result in suspension bus privileges
- 4th citation will result in loss of bus privilege for remainder of school year

Suspension/Expulsion

- Extreme defiance, physical aggression, or profanity directed at staff or students
- Theft or vandalism
- Habitual profanity, bullying, lewd behavior or sexual harassment
- Possession or use of illegal substances
- Robbery extortion, or serious threats to cause harm
- Possession of weapons or dangerous objects

Note: Consequences may vary depending on circumstances and age/grade of student

Use of Restorative Practices: We are currently part of BEST Plus Cohort 3. A team of staff including our school Counselor, are being trained in restorative practices.

Classroom: Teachers should immediately establish guidelines and rules for appropriate student conduct. These should be communicated verbally, posted in writing, and shared with parents. They are most effective when they are few in number, regularly reinforced, and are part of a positive classroom environment. In most cases, consequences in the class and parent contacts work best. Referral to the office should be for offenses which are serious or chronic in nature. Teachers are encouraged to use restorative practices but may use recess, lunch or after school detentions if the behavior warrants.

Assemblies: Students are expected to sit with their classes in assigned areas, to conduct themselves properly and not get up and move around. Talking during performances, yelling, and whistling are not acceptable. Students should be warned and/or directed to the office if behavior is disruptive. Review conduct prior to events.

Playground

Play in areas supervised by adults, including the climbing apparatus area. No playing in and around the restrooms, between the portable buildings, or around the bicycle racks.

Buildings are off limits during recess and when unsupervised.

Except in an emergency, students must have a pass to come to the office.

Playing with balls or running in the play structure area is not permitted.

Children should remain on the playground until bell rings (unless raining).

No freeze at the 8:05 bell. Freeze applies at all other bells. Students are to remain still after the bell until they hear the whistle to walk to class line.

When recess is over, students are to walk to class and line up in a quiet and orderly fashion.

On rainy days, students will remain in their classrooms. They will be supervised in their classes at recess and lunch.

Students are to eat at tables/areas and remain seated until excused. The tables and eating areas must be clean before students will be dismissed.

Maintain a clean school by throwing garbage away and not littering.

No hanging on tether balls.

No climbing fences, railings, or backstops.

Chasing, tackling, pile-ups, pushing or other types of unsafe behavior are not permitted.

Throwing rocks, gravel, sawdust and other objects is dangerous and not permitted.

All games at recess are inclusive

Walk in halls and in classrooms

If you are hurt in any way, report to a teacher or yard duty supervisor first. Then, if necessary, go to the office for first aid.

Equipment

- No kick balls or soccer balls may be used on ball walls:
- Kicking balls is allowed on the field only
- Two balls per basketball half court, unless there are 10 players in a game.

- No bouncing of balls anywhere except on playground and play field.
- Hardballs are not permitted at any time.
- Softball may only be played in an organized, adult-supervised game
- Skateboards, roller blades/skates, and scooters are not permitted.

Use of Playground Apparatus

All children using the Physical Fitness Apparatus will be qualified, understand the safe use, and cooperate in protecting themselves and others.

This program's purpose is to allow children to find their own limits without undue pressure from others, and to discourage children from heights until their ability matches their confidence. Teachers would also remember to check each new child entering during the year.

Instructional activities should initially be directed toward several Physical Education program objectives. This applies to instruction in the beginning of the year and to individual incoming students throughout the year.

All children will stay off the physical apparatus until they have been certified by their teacher that they have demonstrated their understanding of the following safety conditions. Plan to check the children as early as possible, except kindergartners, who should be checked in the spring.

Hands and bars should be dry

The area under the apparatus is kept clear; a child who drops to the ground should not linger.

Physical Fitness area and apparatus may be used only under the direct supervision of a qualified supervisor

Nearby children should report injuries to the nearest adult immediately; injured children should remain in place.

Nothing should be tied or attached to any apparatus.

Use equipment only with a secured shoe, nothing sharp in pockets, and without eating or chewing.

Children should keep their hands and feet to themselves when on the equipment.

When waiting for turn, wait in line.

Students are to go down slide one at a time

No moving or throwing of shavings.

Each teacher should notify the Principal and substitute teacher of any children with equipment limitations.

Conduct Code Procedures

(J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J))

PTES School rules and Positive Behavior Expectations are in the student/parent handbook and are sent home to parents and students BEFORE the school year begins. Parents and students are required to turn in a signed document that they have both read and understand the school rules and the Grounds for Suspension and Expulsion. Teachers review the school's behavior expectations in the first week of the school year. We believe it is important for students to know and understand the behavior expectations, so they can follow them. (See Appendix for Student & Parent Handbook

(K) Procedures for Preventing Acts of Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

Safety Plan Review, Evaluation and Amendment Procedures

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist is organized into two parts:

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment,

2. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee. It is then presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations:

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human

Created disasters or power outages.

Safety Plan Appendices

Emergency Contact Numbers

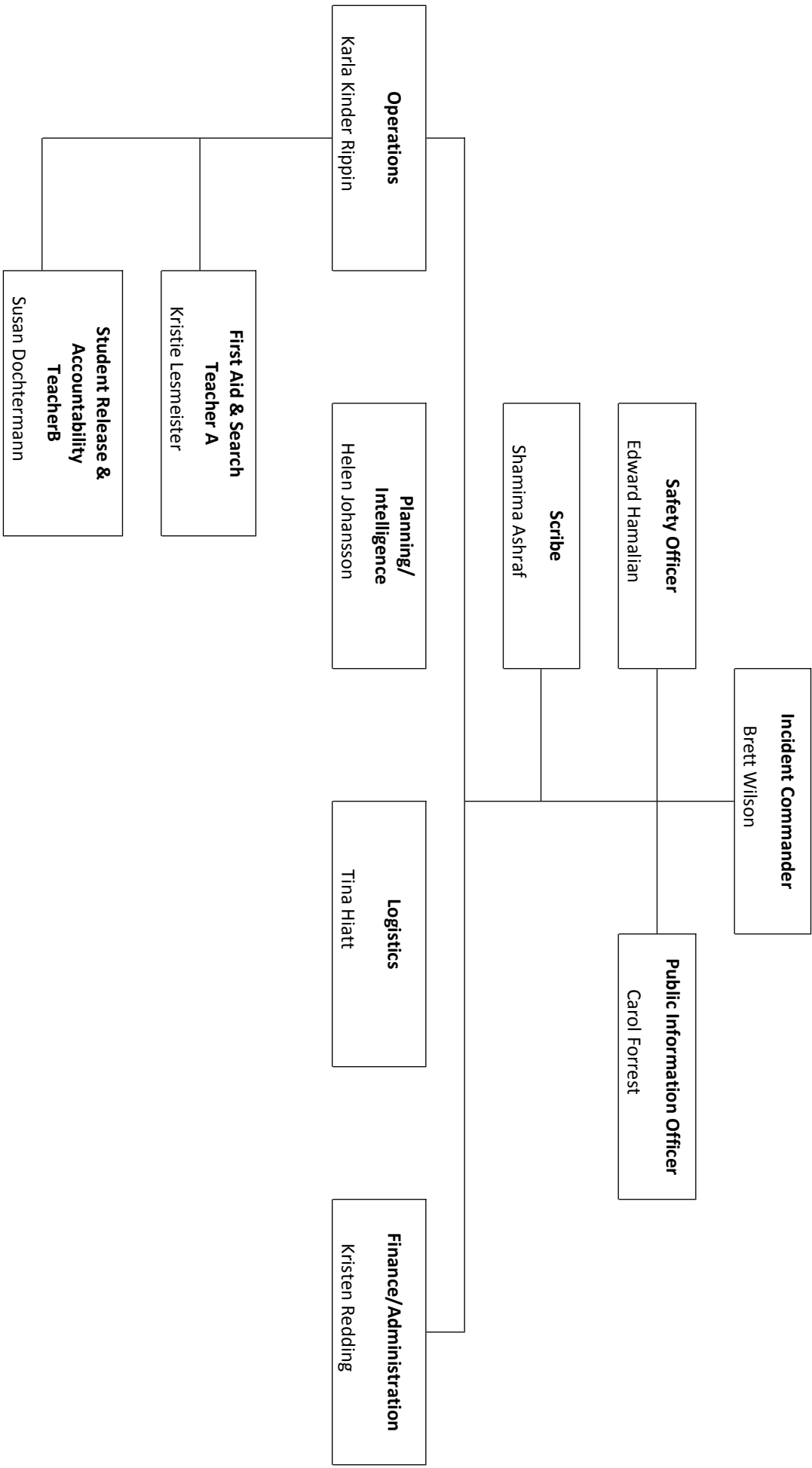
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	SRCS Superintendent	707-528-5181	
School District	SCOE Superintendent	524-2600	
School District	SRCS Maintenance	528-5123	
	Red Cross	577-7600	
	Memorial Hospital	546-3210	
	Sutter Hospital	546-4000	
	Emer. Med. Serv	911	
	Public Health Agency	565-4700	
	Water	524-5161	
	Gas & Electricity	579-6200	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
SEMS Chart Revision	January 22nd, 2020, 3:15pm	PTES SEMS Chart 2020- Google Drive PTES Facilities Folder

Proctor Terrace Elementary Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Incident Command Team: Management, Planning, Operations, Logistics, and Administration

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

ID type and activate appropriate alert system for school site.

Step Two: Identify the Level of Emergency

Assessment immediate level of Emergency and communicate to appropriate first responders and district staff

Step Three: Determine the Immediate Response Action

Follow through with response communicated to first responders and district staff, continue to evaluate

Step Four: Communicate the Appropriate Response Action

Communicate to first responders and on-site community action to maintain safety.

Types of Emergencies & Specific Procedures

Aircraft Crash

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside the school, teachers give the DUCK, COVER, AND HOLD command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children from assembly areas and follow the evacuation procedures.
3. Staff performs necessary rescue measures to help injured or trapped students.
4. Call police and fire departments.
5. The principal ensures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.
6. Do not enter any building or classroom, until authorized by the Principal, or designee and the fire department.
7. The principal advises parents of the release of students to an alternate locations-

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance

The first consideration is the safety of the pupils and personnel.

1. Isolate the pupils from the animal.
 - If an animal is outside, keep pupils inside.
 - If an animal is inside; keep pupils outside or in some other sheltered area.
 - Call the office to report.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

Profile of an Active Shooter(s)

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

Unless confronted, law enforcement is required to resolve the violent situation

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

Take notes of the two nearest exits in any facility/location you enter

If you are in an office and can't escape, stay there and secure/barricade the door

Attempt to take the Active Shooter down as a last resort

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible
Lock and barricade door(s)
Cover windows, close blinds, and curtains
Tell students to be quiet and silence cell phones
Stay low to the ground and hide away from windows
Spread out (if possible)
Be prepared to FIGHT

Call 911 and notify the District Superintendent/District Emergency Preparedness Coordinator when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter
Number of Shooters
Physical description of shooters
Number and type of weapons held by shooters
Number of potential victims at the location

FIGHT...

As a last resort and only when your life is in imminent danger

If an intruder comes in the classroom, be prepared to fight

Use a weapon (fire extinguisher, chair, books, etc.)

Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of the door

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

Remove any items in your hands (i.e., cell phones, bags, jackets)

Raise hands and spread fingers

Keep hands visible at all times

Avoid quick movements toward officers such as holding on to them for safety

Avoid pointing, screaming or yelling

Do not stop to ask officers for help or direction when evacuating

The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

The principal advises parents of the release of students to an alternate location when it is safe to do so.

Biological or Chemical Release

Biological or Chemical Releases

1. Stay indoors, do not attempt to evacuate the building until instructed to evacuate.
2. Shut all doors and windows, use duct tape (from Red Emergency bags) to seal off all seams on the doors and windows.
3. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.
4. The principal arranges for the evacuation of students and staff to a safe location if warranted.
5. The principal advises parents of the removal of students to an alternate location.
6. Students released to parents from alternate/safe locations.

7. All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

Bomb Threat/ Threat Of violence

Bomb Threats

If a threat by telephone comes directly to a school

1. The person receiving a call should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal so they can get on an extension and notify the telephone company to trace the call.

* Dial "911" -- tell operator, 'This is (name of the caller) from Brook Hill School. We are receiving a bomb threat on another line. The number of that line is (). Please trace the call.'

* Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

2. The principal/designee notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

3. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.

4. The principal shall determine whether to evacuate the building(s) threatened.

* Upon a decision to evacuate (principal and law enforcement), if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted by office staff.

* Avoid the use of the general alarm, if possible.

* Use the personal notification by designated persons or the PA system to evacuate the threatened rooms.

* If it is necessary to evacuate the entire school, use the fire alarm.

5. Students and staff will return to the buildings only when they have been cleared by Law Enforcement and the Principal or designee has authorized the reoccupation and return to classrooms upon hearing the ALL CLEAR through the PA system.

1. The principal may also decide to call the fire department or police, if, in his/her opinion is warranted.

2. The principal notifies parents of the situation.

3. If students have been removed to an alternate/safe location for pick up.

4. Resume school after the building(s) have been inspected and determined safe by proper authorities.

5. Do not publicize the threat any more than necessary.

*A written threat should be turned over to the police department.

**Individual receiving the call should complete the Bomb Threat Report

Unsafe School Conditions

* If PTES becomes unsafe, move students to a closest suitable alternate shelter.

Location: French American Charter School - 1350 Sonoma. Procedure for movement to shelter:
Walkthrough Doyle Park.

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

Supervise the care of children if an emergency occurs while children are on the bus.

Issue DUCK, COVER AND HOLD command if an earthquake or surprise attack occurs while children are on a bus.

Transfer students to new locations, when directed by the principal.

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to disrupt school activities; cause injury to staff and students; and/or damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.

Avoid arguing with the participant(s).

Have all students and staff leave the immediate area of disturbance.

Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or Law Enforcement.

Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

Set up a communication exchange with the students, staff, and principal. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads.

Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations, and actions.

Assign staff members to assist as necessary.

STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK, COVER AND HOLD, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until ALL CLEAR is announced over the PA system, regardless of bells and the school schedules

Earthquake

When Inside School Buildings

Personally execute Action DUCK, COVER AND HOLD by dialing 79919 upon the first indication of an earthquake.

Responsibility of Classroom Teachers or Principal

Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.

When the earthquake is over, initiate Action to Evacuate, dialing 79909. Special consideration should be given to exit routes as many older schools have heavy architectural ornaments over main entrances.

Responsibility of Lead Teacher or Principal

Post guards a safe distance away from building entrances to see that no one re-enters the buildings.

Responsibility of Lead Teacher or Principal

Identify guards: Custodian and possible parent volunteers

Where posted? A safe distance away from building in danger

Warn all personnel to avoid touching electrical wires which may have fallen to the ground.

Responsibility of Principal or Lead Teachers

Notify the appropriate District official.

Responsibility of School Office Manager or Principal

Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.

Responsibility of School Office Manager or Principal

Inspect school buildings. When damage is apparent, contact Superintendent and determine the advisability of closing the school.

Responsibility of Search and Rescue Team or Principal

Initiate any other Action deemed necessary, or return to normal routine.

Responsibility of Lead Teachers or Principal

When Outside on School Grounds

Execute those Actions required under 4 through 9 above.

At Times Other Than School Hours

Inspect school buildings. When damage is apparent, contact the superintendent and determine the advisability of closing the school.

Responsibility of Principal or Lead Teachers

If school must be closed, notify staff members and students.

Responsibility of Principal or Lead Teachers

Notify the District Office who will inform public information media as appropriate

Responsibility of Communications Team or Principal

Explosion or Risk Of Explosion

Explosion/Threat of Explosion

1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action LEAVE BUILDING.

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

* If Brook Hill School becomes unsafe, move students to a closest suitable alternate shelter.

Location: French American Charter School - 1350 Sonoma. Procedure for movement to shelter:
Walkthrough Doyle Park

The principal notifies the Superintendent/ District Emergency Preparedness Director.

The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire in Surrounding Area

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are posted by the exits in each classroom. For the protection of all occupants on campus in the case of a fire, the following evacuation procedures have been established should there be a need to EVACUATE off-site.

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - 77909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

If there is no need to evacuate the following procedures have been established.

Air Quality

1. Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The Principal will communicate to staff and students via the PA System when activities will remain indoors.
3. The Principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.
4. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire on School Grounds

Immediately initiate Action LEAVE BUILDING.

Responsibility of Principal or School Office Manager

Notify the Fire Department (911).

Responsibility of Principal or School Office Manager

Notify the Santa Rosa Police Department (911).

Responsibility of Principal or School Office Manager

Organize a fight of incipient fires until arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.)

Responsibility of Principal

Ensure that access roads are kept open for emergency vehicles.

Responsibility of Lead Teachers or Principal

Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.

Responsibility of Principal or School Office Manager

Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.

Responsibility of School Office Manager or Lead Teachers

Notify the School District Emergency Preparedness Coordinator, or other appropriate District Official.

Responsibility of Principal or School Office Manager

Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

Fire Near School

Determine the need to implement any Action. If the answer is “no”, continue with school routine. Notify appropriate Fire Department to be sure alarm has been given.

Responsibility of Principal or School Office Manager

If the fire threatens the school, execute those Actions under “Within School Buildings” 1-9 above.

Responsibility of Principal or School Office Manager

Team Leader: Harold Nelson, Head Custodian

Team Members

1. Helén Johansson
2. Fran Rasmus

Location

- Inside: Office
- Outside: Emergency Operation Center

Functions

1. Turn off utilities and secure water system.
2. Extinguish small fires if possible.
3. Assure that emergency vehicles have access to school grounds.
4. Secure school buildings against unauthorized entry.
5. Seal off and post areas where hazardous conditions exist.

Note: Step 1 of this Team takes precedence over all other assignments for custodian(s).

Flooding

Flooding could threaten the safety of students and staff whenever stormwater or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as drains. If weather-related, an alert message will be broadcast over the weather radio station. In the event of a flood, the following guidelines should be followed as much as possible:

Incident Commander

1. Determine if evacuation is required.
2. Notify the Superintendent/ District Emergency Preparedness Director of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. The decision to evacuate students off-site will be made by the Principal/Superintendent/and/or District Emergency Preparedness Director.
4. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
5. Post a notice on the office door stating where the school has relocated and inform the relocation site to the Superintendent/ District Emergency Preparedness Director.
6. Monitor local radio and television stations for flood information.
7. Delegate a search team if students or staff have been determined to be missing.
9. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using an evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
5. Teachers will submit a report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Lead.
6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures, if school dismissal is warranted by the Superintendent/ District Emergency Preparedness Director.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Principal/Designee/Superintendent/District Emergency Preparedness Director. Do not return to the school building until it has been inspected and determined safe by property authorities

Loss or Failure Of Utilities

Notify the District Superintendent/District Emergency Preparedness Director.

During the School Day

If the loss of power is during school hours students will remain at school until the end of the school day. All after school activities and programs will be canceled.

Assess food preparation facilities

Estimate the number of persons requiring shelter and for what period of time

Assess the adequacy of available water, food, blankets, and other supplies

Control conservation of water

Establish a list of all persons on campus and determine any special needs.

Report additional equipment and supply needs to the District Emergency Operations Center (EOC)

Set up portable latrines as needed

Before the start of the School Day

If the loss of power is before the start of school hours, the Superintendent will make the decision to close schools.

The principal will send a message via the message system to the school community (parents and staff) in English and Spanish. The SRCS District Office may also choose to send a message to the school community if multiple sites will be closed due to the loss or failure of utilities.

School closure and event cancellation is ultimately a school district-by school district decision based on local condition.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

Determine immediate response procedures, which may include EVACUATION or OFF-SITE EVACUATION which may include the use of busses or alternate transportation.

Arrange for first aid treatment and removal of injured occupants from the building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine the extent of injuries.

Notify the Superintendent/ District Emergency Preparedness Director.

The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Emergency Preparedness Director.

Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Emergency Preparedness Director.

The principal advises parents of the removal of students to an alternate location.

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

EVACUATE student to the evacuation assembly/safe area away from the crash. Take the class list and red emergency backpack.

Check the school site to assure that all student have evacuated.

Take attendance at the evacuation assembly area

Report missing students (pink form) to the principal/designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

(All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update these from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

School closure and event cancellation is ultimately a school district-by school district decision based on local conditions.

Santa Rosa City Schools
COVID-19 Potential Response Scenarios in a School Setting

Scenario-Action-Communication Flowchart

1. A student or staff member either exhibits COVID-19 symptoms (e.g., cough, fever, temp of 100.4°F or above, shortness of breath, etc.) or answers yes to Daily Health Self-Assessment.

Action: Student	Action: Staff
<ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● If on-campus, send to the school’s designated Isolation Room and then home to isolate. ● Notify parents to pick up the student immediately. If able to drive themselves, send home immediately and notify parents. ● Ask if the student has been in close contact with someone who had COVID-19 within the past 14 days. ● Recommend they consult a healthcare provider about testing. ● The family will notify school attendance to report the absence. ● The family will notify the school admin if the student tests positive for COVID-19. (If positive, see #3.) 	<ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● If on-campus, send home immediately to isolate. ● Ask if staff has been in close contact with someone who had COVID-19 within the past 14 days. ● Recommend they consult a healthcare provider about testing. ● Staff will notify HR and determine if they will take leave or work remotely. ● Staff will notify their supervisor if the staff tests positive for COVID-19. (If positive, see #3.)

When to get tested: If they develop symptoms, they should get tested immediately.

Students and Staff who have NOT had close contact with someone who had COVID-19 within the past 14 days may return to school once these three criteria are met: 10 days since the symptoms first appeared, symptoms improve and they feel better, AND at least 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications.

Students and Staff who have had close contact with someone who had COVID-19 within the past 14 days may return to school once these three criteria are met: 14 day quarantine, AND at least 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND no COVID-19 symptoms.

- **Classroom/Cohort OPEN**
- Contact **Student or Staff who exhibit symptoms** and request for them to monitor symptoms and follow up with a healthcare provider. COVID-19 Coordinator sends email: [Experiencing COVID-19 Symptoms Letter](#) to the symptomatic student or staff. Copy site admin or supervisor.

2. A student or staff member lives with or has been in close contact with a confirmed positive COVID-19 case outside of school.

Action: Student	Action: Staff
<ul style="list-style-type: none"> ● Request they STAY HOME if they are known to be a 	<ul style="list-style-type: none"> ● Request they STAY HOME if they are known to be a

<p>close contact.</p> <ul style="list-style-type: none"> ● If on-campus, send home to quarantine. ● Quarantine for 14 days from last exposure. ● Recommend they consult a healthcare provider about testing. ● The family will notify school attendance to report absence. ● The family will notify the school admin if the student tests positive for COVID-19. (If positive, see #3.) 	<p>close contact.</p> <ul style="list-style-type: none"> ● If on-campus, send home to quarantine. ● Quarantine for 14 days from last exposure. ● Recommend they consult a healthcare provider about testing. ● Staff will notify HR and determine if they will take leave or work remotely. ● Staff will notify their supervisor if the staff tests positive for COVID-19. (If positive, see #3.)
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When to get tested: If they develop symptoms, they should get tested immediately. If no symptoms develop, get tested 10 days after exposure.

Students and Staff may return to school once these three criteria are met: 14 day quarantine, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND No COVID-19 symptoms.

- **Classroom/Cohort OPEN**
- Contact **Student or Staff who identify as a close contact with a confirmed positive COVID-19 case outside of school** and request for them to quarantine and follow up with a healthcare provider. COVID-19 Coordinator sends email: [Household Close Contact Letter](#) to the affected student or staff. Copy site admin or supervisor.

3. A student or staff member is a confirmed positive COVID-19 case.

Action: Student	Action: Staff
<ul style="list-style-type: none"> ● Exclude positive case from school for 10 days from symptom onset or test date to isolate at home. ● Request close contacts to quarantine at home. ● Family will notify school attendance to report absence. 	<ul style="list-style-type: none"> ● Exclude positive case from school for 10 days from symptom onset or test date to isolate at home. ● Request close contacts to quarantine at home. ● Staff will notify HR and determine if they will take leave or work remotely.

Positive Case: Students and Staff may return to school once these three criteria are met: 10 days since the symptoms first appeared, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND COVID-19 symptoms (cough, shortness of breath, chills, etc.) have improved.

Close Contacts: Students and Staff may return to school once these three criteria are met: 14 day quarantine, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND no COVID-19 symptoms.

- **Classroom/Cohort CLOSED**
- Notify **Sonoma County Public Health.**
- Contact **Student or Staff who are confirmed positive** and request isolation for 10 days. COVID-19 Coordinator sends email: [Confirmed Positive Case Letter](#) to the infected student or staff. Copy site admin or supervisor.
- Submit to **RESIG**, the SB1159 Reporting Form. CC: HR/worker’s comp.
- Begin contact tracing. Identify close contacts, quarantine and exclude potentially exposed contacts (likely entire cohort) for 14 days after the last date the case was present at school while infectious.
- Contact **Students and Staff who have been exposed** and request for them to quarantine for 14 days. COVID-19 Coordinator sends email: [Close Contact Exposure Letter](#) to the identified close contacts. Copy site admin or supervisor.
- Close classroom and primary spaces where the case spent significant time. Contact **Maintenance & Operations** to coordinate disinfection and cleaning.
- Per **AB 685**, COVID-19 coordinator sends email: [General COVID-19 Alert \(School Contact\) Letter](#) to those who were **on the same campus as the infected individual** Copy Site Admin.
- **Follow up** one day prior to the end of isolation and/or quarantine to welcome back to school/work. COVID-19

Coordinator sends email: [End of Quarantine - Welcome Back to School](#) to all quarantined and isolated individuals in the specific cohort. Copy site admin or supervisor.

4. A student or staff member tests negative for COVID-19 after symptoms (and was not exposed to a COVID-19 case).

Action: Student	Action: Staff
<ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● Family will notify school attendance to report absence. 	<ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● Staff will notify HR and determine if they will take leave or work remotely.

Students and Staff may return to school if: Symptoms improve and they feel better, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications

- Classroom/Cohort OPEN
- No Communication needed.

5. After being exposed to COVID-19, a student or staff member tests negative during quarantine

Action: Student	Action: Staff
<ul style="list-style-type: none"> ● Negative test does not shorten quarantine. (See #2.) ● Family will notify school attendance to report absence. 	<ul style="list-style-type: none"> ● Negative test does not shorten quarantine. (See #2.) ● Staff will notify HR and determine if they will take leave or work remotely.

Students and Staff may return to school once these three criteria are met: 14 day quarantine, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND no COVID-19 symptoms.

- Classroom/Cohort OPEN
- No Communication needed

Additional Resources:

- [COVID-19 Symptoms \(CDC\)](#)
- [How to Protect Yourself & Others \(CDC\)](#)
- [Slow the Spread of COVID-19 \(CDC\)](#)
- [Local Testing Sites](#)
- [What to do while waiting for test results \(CDC\)](#)
- [COVID-19 Quarantine and Isolation](#)
- [SCDPH Home Quarantine Instructions](#)
- [SCDPH Home Isolation Instructions](#)
- [What you can expect to happen during contact tracing if you have been diagnosed with COVID-19 \(CDC\)](#)
- [Families First Coronavirus Response Act \(FFCRA or Act\)](#)
- [SRCS COVID-19 Information \(website\)](#)

(^) **Close Contact:** A close contact is defined as a person who is 6 feet from a case for 15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(†) **Cohort:** A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

(**) **Maintain confidentiality** as required under FERPA and state law related to privacy of educational records.

Chart adapted from California Department of Public Health "COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-21 School Year" Published July 17, 2020.

When to Close Cohort/Classroom/School/District

When to Close a Cohort	When to Close a School	When to Close the District	When to Re-Open
Consider closing if one or more students or staff members are confirmed to have COVID-19.	Consider closing if multiple “cohorts” or classes have confirmed cases OR 5% of all students/staff have confirmed cases.	25% or more of schools in the district have closed due to COVID-19.	Schools may typically re-open after 14 days and the following have occurred: Cleaning and disinfection Public Health investigation Consultation with the local public health department

Guidance on School Closure: Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Public Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are positive cases within a 14-day period, depending on the size and physical layout of the school. The Public Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Guidance on District Closure: A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with Public Health.

(CA Department of Public Health)

Psychological Trauma

When a risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include the following: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting the head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

Keep the individual on campus until the parent/guardian has been notified.

Arrange appropriate support services for the necessary care of the individual.

If the individual actively displays dangerous behavior or there is a reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

School progression (psychologist, counselor, social worker, nurse) should recommend the next steps to the principal. The next steps may include:

Provide parents/guardian with the names and phone numbers of mental health resources

Recommend that the parents/guardian make an immediate contract with a therapist.

Request that the parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

Provide follow-up collaborative support for the student and parents (as indicated) within the school.

Develop a safety plan prior to the student's return to school.

Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

Notify principal/designee

Notify school nurse, school psychologist, counselor or social worker.

Protect the individual from injury.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with any food packaging, observation of suspicious individuals in the proximity of food or water supplies or suspicion of possible food/water contamination. Indicators of the contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illness.

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide a list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent/District Emergency Preparedness Director of situation and number of students and staff affected.

STAFF ACTIONS:

Notify principal/designee

CALL the POISON CENTER HOTLINE 1-800-222-1222.

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school health room (located in the main office) and on all phones that can call outside.

Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice to be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

The principal notifies the Superintendent/District Emergency Preparedness Director.

The decision to evacuate students off-site will be made by the Principal/Designee/Law Enforcement/Superintendent/District Emergency Preparedness Director.

Depending on the situation: LOCKDOWN-follow lockdown procedures, RUN-HIDE-FIGHT-follow Active Shooter Procedures, EVACUATE-if told to evacuate campus move to the designated location off-site or evacuation area on-site.

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

Remove any items in your hands (i.e., cell phones, bags, jackets)

Raise hands and spread fingers

Keep hands visible at all times

Avoid quick movements toward officers such as holding on to them for safety

Avoid pointing, screaming or yelling

Do not stop to ask officers for help or direction when evacuating

Call 911 and notify the District Superintendent/District Emergency Preparedness Director when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical descriptions

Number and type of weapons held by shooters

Number of potential victims at the location

Unlawful Demonstration or Walkout

Prohibited Activity

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

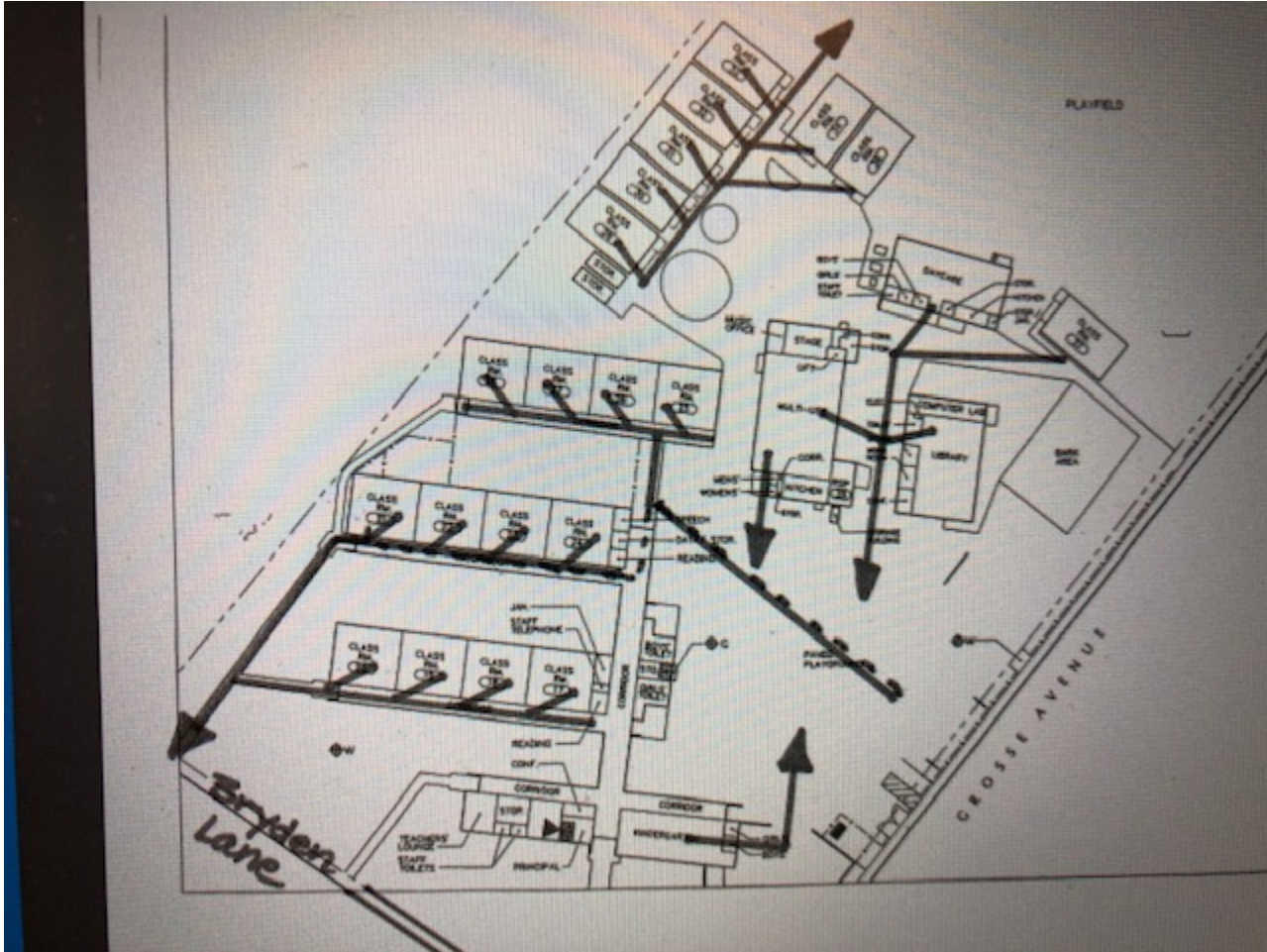
(cf. 5145.2 - Freedom of Speech/Expression)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises-
- b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
- c. Interfering with or unauthorized use of the district's computer system

The principal notifies the Superintendent/District Emergency Preparedness Director.

Emergency Evacuation Map



Quick Reference Guide

MANAGEMENT

**PTES EMERGENCY OPERATIONS CENTER (EOC)
ORGANIZATIONAL CHART**

EOC DIRECTOR:

Brett Wilson

ALTERNATE:

Niessia Diehl

PIO:

Carol Forrest

ALTERNATE:

Niessia Diehl

SAFETY OFFICER:

Brett Wilson

ALTERNATE:

Harold Nelson

LIAISON:

Kristen Redding

ALTERNATE:

Karla Kinder Rippin

OPERATIONS

Section Chief:

Karla Kinder-Rippin

Alternate: _____

Communication Team:

1. Karla Kinder-Rippin
2. Kristen Redding

Search & Rescue Team:

1. Dan Swedenborg
2. Kim Solomon
3. Anne Phillips
4. Theresa Drew

First Aid Team:

1. Kristie Lesmeister
2. Susan Feige
3. Janet Davis

Student Release/Staff

1. * Susan Dochtermann
2. ** Kristen Redding
3. Tiffany Millea
4. Jennifer Averbeck
5. Leslie Gude-Dunbar

Assembly/Shelter:

1. * Lyon Brynes Forrest

LOGISTICS

Section Chief:

Tina Hiatt

Alternate: _____

Staffing and Supplies

1. Kristy Coleman
2. Carol Forrest
3. Laura Stillman-Rewerts

Transportation Team:

1. Tina Hiatt
2. Fran Rasmus
3. Angela Guerrero

Crisis Intervention Team:

1. Tina Hiatt
2. Valerie Johnson
3. Counselors/Psychologist

Maintenance/Fire/Site

1. * Harold Nelson
2. ** Helen Johansson
3. Fran Rasmus

PLANNING/INTELLIGENCE

Section Chief:

Helén Johansson

Alternate: _____

Situation Status Team:

1. Natalie Wilkey
2. Sandra Frost
3. Anne Sullivan

Documentation Team:

1. Karla Kinder-Rippin
2. Kristen Redding
- 3.

FINANCE/ADMIN

Section Chief:

Kristen Redding

Alternate: _____

Recordkeeping Team:

1. Kristen Redding
2. Karla Kinder-Rippin

Other:

1. Noon Supervisors
- 2.
- 3.

