

# Comprehensive School Safety Plan

## 2023-24 School Year

**School:** Sherman Thomas Charter School  
**CDS Code:** 20652430100016  
**District:** Sherman Thomas Charter School  
**Address:** 101 West Adell St.  
Madera, CA 93638

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff 2/7/22
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Tasha Manfredi-Garlick	STCS Interim Board President		
Tera Napier	Executive Director		

## Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	5
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	7
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	11
(E) Sexual Harassment Policies (EC 212.6 [b]).....	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	13
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	15
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	15
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	20
(K) Hate Crime Reporting Procedures and Policies.....	23
(J) Procedures to Prepare for Active Shooters.....	27
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	28
Safety Plan Review, Evaluation and Amendment Procedures.....	31
Safety Plan Appendices.....	32
Emergency Contact Numbers.....	33
Safety Plan Review, Evaluation and Amendment Procedures.....	34
Sherman Thomas Charter School Incident Command System.....	35
Incident Command Team Responsibilities.....	36
Emergency Response Guidelines.....	40
Step One: Identify the Type of Emergency.....	40
Step Two: Identify the Level of Emergency.....	40
Step Three: Determine the Immediate Response Action.....	40
Step Four: Communicate the Appropriate Response Action.....	40
Types of Emergencies & Specific Procedures.....	41
Aircraft Crash.....	41

Animal Disturbance.....42

Armed Assault on Campus .....42

Biological or Chemical Release.....45

Bomb Threat/ Threat Of violence .....47

Bus Disaster.....48

Disorderly Conduct .....49

Earthquake .....50

Explosion or Risk Of Explosion .....51

Fire in Surrounding Area .....51

Fire on School Grounds .....52

Flooding .....52

Loss or Failure Of Utilities .....53

Motor Vehicle Crash .....54

Psychological Trauma.....54

Suspected Contamination of Food or Water .....55

Tactical Responses to Criminal Incidents .....55

Unlawful Demonstration or Walkout.....58

Emergency Evacuation Map.....59

## **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 101 W. Adell Madera, Ca 93638.

## **Safety Plan Vision**

Purpose and Scope

The Sherman Thomas Charter School (STCS) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty, and staff who have emergency management responsibilities. The ERP along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a STCS School facility.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Sherman Thomas Charter School Safety Committee

Tera Napier, Executive Director, Milagroso Delgado Principal, Nicole Beckman, Teacher, Paul Perez, Maintenance, Priscilla Ramirez, Parent/ Law Enforcement

### Assessment of School Safety

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

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

##### Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

STCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

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

##### Disaster Plan (See Appendix C-F)

##### Disaster Plan

##### EVACUATION

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##### Evacuation:

- \* Building administrator initiates evacuation procedures.
- \* Places of Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.--
- \* Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of a device.
- \* Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route indicated on the evacuation map in your room.
- \* Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.

##### Teachers:

- \* Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located in each room.
- \* Teachers take class roster and emergency kit.
- \* Teachers lead students to designated line in the assigned location.
- \* Teachers take attendance after evacuation on sheets provided.

\* Teachers report missing students when team leader comes to your line.

\* Stay with students until advised otherwise by administrator.

\* Students at lunch are to report to their teacher.

If trapped by fire, consider exiting through windows. If unable, go to Shelter-In-Place Procedures, notify office and 911 immediately.

Fire Department:

\* Students with mobility assistance needs will stage at:

\* Main building students will meet near the stairs on the south side ( Adell side ) of the building.

\* Fire personnel should be immediately directed to this location to assist in evacuations.

Admin/ Security/ Custodians:

\* First sweep and secure pre-assigned areas; make sure they are clear of people.

then:

\* Custodians: report to the baseball field control center after pre-assigned duties. (Second base)

\* Paraprofessionals: report to Baseball field to open gates/ ensure students arrive.

\* Administrators report to emergency command center (main office or cafeteria); one must meet with fire or police and notify of any persons needing evacuation/assistance.

## RELOCATION

\* Building administrator determines whether students and staff should be evacuated to Ezequiel Tafoya Alvarado Academy.

\* Building administrator or school emergency response team designee notifies Ezequiel Tafoya Alvarado Academy center.

\* If necessary, a school emergency response team designee coordinates transportation to Ezequiel Tafoya Alvarado Academy.

\* Teachers stay with class en route to the Ezequiel Tafoya Alvarado Academy and take attendance prior to leaving site and upon arriving at the center.

\* Use student release forms for students who are picked up from Ezequiel Tafoya Alvarado Academy. (See Student Reunification)

\* Notify District Office and district public information officer of relocation center address:

## FIRE ALARMS

\* In the event of a fire, smoke from a fire, or detections of a gas odor:

\* Pull the fire alarm and notify building occupants and Administration to provide a PA Announcement.-

\* Evacuate students and staff to the designated area.

\* These areas should be a safe distance away from emergency personnel.

\* Be aware of the arrival of emergency responders. See a map of evacuation routes and assembly areas located

\* In all classrooms and main office

\* See EVACUATION PROCEDURES

Fire Dept.

Students with mobility assistance needs will stage at Main Building - west side near stairs, Science Building - north and south foyers between classrooms, and Gym near the girls and boys locker rooms. ( see map)

Football field along the track in front of the bleachers until staff or emergency personnel assist.

Second location

Fire personnel should be notified to respond to these locations to assist in evacuation immediately.

\* Building Administrator

\* Building administrator notifies fire department (call 911) and District Office.

\* Building administrator or designee meets with emergency officials as soon as possible.

\* After consulting with appropriate official, building administrator may move students to primary relocation center at The Christian Life Center if weather is inclement or building is damaged.

\* Do NOT re-enter buildings until they are declared safe by fire or law enforcement personnel.

\* Building administrator notifies staff and students of termination of emergency.

\* Fire drills should be held at varied times during the school day.

\* Practice both primary and alternate routes.

## LOCKDOWN PROCEDURES

Shelter-In-Place - When there is a medical or severe weather emergency, Incident Commander may choose to place the school under Shelter-in-Place verbally, or through email.

Code RED Full Lockdown - The threat/intruder is inside the building.

Modified Lockdown - The threat is outside of the school building. The school may have been notified of a potential threat outside of the building or a non-life-threatening event has occurred inside the building.

Shelter-In-Place Procedures

- \* Keep students inside the classroom until the "All Clear" sign is given by incident commander.
  - \* Under the direction of Incident Commander, students and staff are allowed to use school facilities.
  - \* Teachers take student attendance sheets to the shelter area.
  - \* Continue Instruction.
  - \* In most Shelter-in-Place emergencies, first responders will not be required.
  - \* Turn off all of the heating, cooling, and ventilating systems (custodians or other designated personnel will proceed to the air handling units and shut down all systems and exhaust systems
- Close and lock all exterior doors and windows, if appropriate. Do not allow ingress/egress.
- \* Teacher's account of all students after arriving in shelter area and report any missing persons to the team leaders.
  - \* All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.
- Communicate status to the main office of any problems.

Modified Lockdown Procedures

- \* Building administrator will order and announce "Modified Lockdown, This is not a drill"; procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- \* Bring people inside to designated areas (Fields - bring to the gym, baseball/tennis courts to shop classrooms, students may be let into classrooms but NOT released.)
- \* Lock all exterior doors per emergency team assignments.
- \* Clear hallways, restrooms, and other rooms that cannot be secured.
- \* Lock classroom doors; pull shades. Keep students away from windows.
- \* Control all movement, but continue classes. Disable bells. Move on announcement only.
- \* Building administrator will announce "all clear".

Code RED Full Lockdown Procedures (these actions happen rapidly):

- \* Building administrator will order and announce "Code RED Full Lockdown, this is not a drill (including a description of event i.e. intruder, active shooter, etc.)". Repeat announcement several times. Be direct.
- \* The announcement will include the location of the intruder, if possible.
- \* Immediately direct all students, staff, and visitors into the nearest classroom or secured space.

If the option to run seems more

appropriate - RUN!!! Classes that are outside of the building SHOULD NOT enter the building. Move outside classes off-campus immediately. Be direct in communication. Code words lead to confusion.

- \* Classes in the Main Gym shall move into the Library or Resource room if more appropriate.
  - \* Lock classroom doors. Move people away from windows and doors. Turn off lights and electronic devices. Build an interior barricade - if practical. Everyone must remain silent. In case the intruder/shooter will enter the classroom, prepare
  - \* students with heavy projectiles to throw at the shooter and then act aggressively to physically restrain the shooter.
  - \* DO NOT lock exterior doors, emergency responders need restricted access.
  - \* DO NOT respond to anyone that does not identify himself/herself verbally as Law Enforcement and used the pre-arranged code.
- There is no announced "all clear" Code Red events.-Keep out of sight.
- \* Rooms and buildings will be cleared one at a time by Law Enforcement officers that have announced themselves and used the proper code. As a building/room is cleared students and staff will be guided through a secured evacuation route

## **Public Agency Use of School Buildings for Emergency Shelters**

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

SHERMAN THOMAS CHARTER SCHOOL STUDENTS ARE EXPECTED TO:

1. Be active self-directed learners who examine options as they initiate and complete tasks.

2. Be effective collaborators who assume various roles to accomplish group or community goals using self-knowledge, compromise, cooperation, and respect.
3. Be good decision-makers who consider consequences and make choices demonstrating integrity and evaluation.
4. Be community participants understanding and practicing our democratic traditions and values respecting human dignity, honesty, and fairness who can accept the consequences for their actions.

#### SHERMAN THOMAS CHARTER SCHOOL PARENT PARTICIPATION

Family participation is essential for a child's whole educational experience. Sherman Thomas Charter School will expect active involvement in the development of each student through family participation.

In parent participation, are encouraged to serve 30 hours of annual volunteer service to the school. Recognizing that not all parents can be in the classroom for these hours, other specific service opportunities can and will be arranged on a one-on-one basis. No student will be punished, face consequences, or be disenrolled from the School for a parent's failure to volunteer.

#### TEACHER EXPECTATIONS

Each classroom teacher will establish a Classroom Discipline Plan. Stated expectations for students will be available for parents and students. The Classroom Discipline Plan is consistent with school policies and aligns with the Sherman Thomas Charter School charter.

#### SCHOOL EXPECTATIONS FOR STUDENTS

It is expected that students will demonstrate appropriate behaviors and attitudes including respect, honesty, and fairness necessary to maintain a productive, healthy and safe school climate Sherman Thomas Charter School has listed the enumerated offenses, consistent with its charter that may lead to a suspension or expulsion from the school. :

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Except as provided in Education Code Section pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.



Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. Both “bullying” and “electronic act” are defined here consistent with Sherman Thomas Charter School’s Title IX, Harassment, Intimidation, Bullying, and Discrimination policy.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee concurrence. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee concurrence.

Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. Both "bullying" and "electronic act" are defined here consistent with Sherman Thomas Charter School's Title IX, Harassment, Intimidation, Bullying, and Discrimination policy.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

**Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto the campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun-Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### CONSEQUENCES

A failure to adhere to the Sherman Thomas Charter School code of conduct or comply with the Sherman Thomas Charter School charter regarding the offenses that may lead to suspension or expulsion must be aware of the consequences of this non-adherence. Below is a brief list of the consequences and these consequences will depend on the severity and frequency of the unacceptable behavior in accordance with the Classroom Teacher Discipline Plan and general inappropriate behaviors listed above.

Corrective actions may include:

Parent/guardian notification (Teacher and/or Administration).

Teacher/Administrative detention.

Restitution.

In-School Suspension.

Out-of-School Suspension.

Police Notification (if breaking a law is involved).

7. Expulsion from school.

#### DUE PROCESS

When accused of a behavioral violation, students are entitled to these following elements of “Due Process”:

The right to be informed of the rules and regulations involved.

The right to be informed of the charges if a violation occurs.

A fair opportunity to tell their side and receive a copy of all rulings regarding their violation.

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

Teachers have access to the disciplinary records of all students.

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

STCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. STCS’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

STCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Director/Principal or designee.

When STCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Director/Principal) or the Director/Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. STCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### Prohibited Unlawful Harassment

Verbal conduct such as epithets, derogatory jokes or comments or slurs;  
Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;  
Retaliation for reporting or threatening to report harassment; or  
Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

STCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director/Principal. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

Rape, sexual battery, molestation or attempts to commit these assaults and

Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate STCS policy.

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

The policy of the Sherman Thomas Charter School Board shall be that no mode of attire will be considered proper for school wear that distracts or disrupts classroom and school decorum. Any substantial complaint concerning the dress code shall be dealt with by the school administration.

##### **School Uniforms**

Students attending K-8 at Sherman Thomas Charter School shall be required to wear official school uniforms. Uniforms shall be the same for students as follows:

Uniform shirts/blouses will be white, hunter green, navy, khaki, or green plaid. Shirts will be polo/golf-style/crew neck (short or long sleeves) or shirts/blouses that button down the front. No emblem, logo, decoration larger than 1 inch unless approved STCS apparel. White, hunter green, navy blue, or tan turtlenecks with no emblem, logo, or decoration. Turtlenecks can be worn separately or under a uniform shirt.

T-shirts (solid white, hunter green, navy blue, khaki tan, or green plaid) will be allowed under the uniform shirt.

Administrators may opt to have students wear the official school logo on the school's designated shirt.

Khaki(shades may vary) white, navy blue, or hunter green pants, skirts, shorts, skorts, dresses, or jumpers must be uniform style and color (no colored jeans/denim unless otherwise scheduled for "free dress days"). Emblems, logos, or decorations are not allowed.

Pants, shorts, and skorts must measure (front and back) no shorter than 6 inches above the knee. Skirts and jumpers must measure no shorter than 4 inches above the knee. Shorts/Scooters in approved colors may be worn under skirts/jumpers.

Socks/knee highs/tights are acceptable and can be worn in any color, pattern, and variation as long as they do not become a distraction at school or in class.

Acceptable activewear for school is limited to include a sweater, sweater vest, sweatshirt, sweatpants, or fleece. Colors for everyday active wear include khaki, navy blue, hunter green, khaki tan, or green plaid. No emblem, logo, or decoration is allowed on school activewear. Activewear should only be worn during Physical Education time.

Heavy coats and jackets worn to and from school and/or outdoors are not restricted.

All hats shall be in approved colors, which include khaki, navy blue, hunter green, green plaid, and/or white, or have a logo or insignia representing an accredited College or University.

\*\* Free dress days are on scheduled ½ days. Look at the school calendar for scheduled days. \*\*

#### Grooming:

Hair which causes undue attention is not acceptable; i.e., unusual designs, colors, symbols, messages, Mohawks, or “tails,” or unusual razor cuts. Complete razor shaving of the head is allowed. Partial razor shaving of the head may be only one inch (1”) above the top of the ear.

#### Free Day Dress Code Only

\*The following is the Dress Code for “Free Dress” days, which are all ½ days.

#### PURPOSE:

To specify standards of dress and grooming that promote a safe school setting conducive to a positive learning environment consistent with the Board’s policy governing acceptable and appropriate apparel and appearance for students.

#### A. Apparel

\*All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to appropriately conceal undergarments at all times.

\*Articles of clothing which display skulls, gang symbols, profanity, or products or slogans which promote tobacco, alcohol, drugs, or sex; materially interfere with schoolwork; create disorder or disrupt the educational process are not allowed.

\*Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.

\*Extreme fashion that draws undue attention to the student will not be allowed.

\*This includes exotic clothing, exotic jewelry, exotic make-up, body piercing, etc.

\*Tank tops - Shoulder straps must not be less than one inch in width for grades k-3, and two inches in width for grades 4th-8th. All undergarments must be covered at all times. Any apparel determined by school personnel to be too revealing is not acceptable.

\*Beachwear, swimwear, halter tops, tube tops, spaghetti straps, bare midriffs or chests, see-through or fishnet outfits, or off-the-shoulder and low-cut tops are not appropriate or acceptable.

\*Mini-skirts and culottes are acceptable so long as they extend to a maximum of four inches (4”) above the knee. A dress that exposes bare midriffs or cleavage is prohibited.

\*Shorts are permissible. Shorts are to be worn no shorter than six inches (6”) above the top of the kneecap, but no shorter than mid-thigh.

\*Leggings will be allowed if over garment reaches four inches (4”) above the knee.

\*Shoes must be worn by all students. For safety reasons, students are not allowed to wear flip-flops, shoes, or sandals without a heel strap. No open-back shoes are allowed. Proper footwear must be worn for physical education.

\*Excessively baggy pants are not allowed. Pants cannot exceed five inches (5”) when measured at the kneecap of the straightened leg. Pants must fit and be worn at the natural waist. The bottom of the pant leg may not be frayed or drag on the ground. Pants must be hemmed and not stapled, pinned, or taped.

\*Oversized shirts that present a safety concern or reflect gang-style are not acceptable.

\*Appropriate hats, caps, and other types of head coverings worn by males or females shall not be worn inside buildings. Rules relative to college, university, and professional team apparel apply to hats, caps, and other types of head coverings. Gang-related symbols of any kind are not acceptable. Head coverings worn for religious reasons are permitted.

\*No frayed clothing is acceptable (manufactured or otherwise).

\*Clothing Jewelry and personal items shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive; shall not bear drug, alcohol, or tobacco company advertising, promotions, or likenesses; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, religious, or sexual orientation prejudice.

#### D. Exemption to Policy

Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the dress and grooming policy. A petition for an exemption from enforcement of a specified portion of the Dress Code Policy may be submitted to the office.

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

Students arrive/leave via Adell Ave. Students are dropped off in the school parking lot. At least one STCS staff member will supervise the drop-off/pick-up area in the school parking lot during the first ten minutes before and after school.

##### Emergency Drills

Fire: 4 times / year

Earthquake: 2 times/year

Lockdown: 4 times / year

##### Reunification Sites

The following are two off-campus reunification sites our school will use in case of evacuation due, for example, to a campus intruder or damaged structures:

1. Valley West Christian Center 101 W. Adell Main sanctuary
2. Ezequiel Tafoya Alvarado Academy 26247 Ellis St, Madera, CA 93638

##### Call Tracing

Call tracing procedures currently not available.

##### ID Badges

Visitors must check in with the office

to receive a visitor's pass which must be visible at all times.

##### Keys

A duplicate set of keys or duplicate master keys that can open every space on campus are available on campus. They are stored in the main office.

##### Safe School Requirements

Safe School Requirements are posted in every classroom, the staff room, cafeteria, and main office.

##### Interpreters

Interpreters on staff are as follows:

Soledad Maciel

Minerva Sanchez

Dora Childers

Maria Hernandez

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

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture. LCAP Goal 3

**Element:**

Increase students sense of physical and emotional safety at Sherman Thomas Charter School

**Opportunity for Improvement:**

Due to the students not attending school full time because of Covid-19, we have seen a shift in students' behavior and remembering proper social etiquette. . For 2021-22 our school suspension rate was at 1.9%. To address this, we are working on Monthly characteristics school-wide, caught being good tickets all year long and games with the principal once a month. We will continue to implement a social-emotional learning curriculum to ensure a strong student culture where students can use effective self-management strategies and problem-solving skills to manage conflicts and approach challenging situations.



Objectives	Action Steps	Resources	Lead Person	Evaluation
School facilities will be maintained and repaired regularly to ensure a clean safe campus for students.	Meet with Site Safety Team, site administration, and district administration to re-evaluate and update current safety procedures. Make necessary changes to practices and protocols.		Principal	Trimester 1 Survey Trimester 2 Survey Trimester 3 Survey
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture. LCAP Goal 3	We will hold assemblies, special events, and award students for academic and citizenship growth and achievement. Assemblies and meetings will also take place to promote restorative justice practices and overall positive school culture.		Principal	Completed Projects
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture. LCAP Goal 3	We will purchase social-emotional learning curriculum to be implemented in all grade levels to support students in developed self-management and conflict resolution skills.		Principal	Class Meetings
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture. LCAP Goal 3	Teacher leaders will coordinate school events and initiatives contributing to a positive school culture.		Principal	Character Counts Awards, Time to Teach Discipline Policy

**Component:**

Sherman Thomas Charter School will ensure a healthy learning environment by adapting a Social-Emotional Curriculum. LCAP GOAL 2

**Element:**

Increase students sense of social-emotional safety at Sherman Thomas Charter School and while learning online through Digital Learning.

**Opportunity for Improvement:**

Students returned to in-person learning this school year. (21-22). We do not offer independent studies for families who did not want to return. Due to the closure of schools in March 2020, we are seeing a lack of social skills in students. We have invested in a social-emotional program, a monthly whole school character trait, incentives for good behavior, and a chance to have a game day with the principal. We have also included weekly music classes and monthly art classes to help make a more rounded education and child. We have also invested in a paraprofessional that helps students when they are feeling down.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive social-emotional learning environment positive school culture. LCAP GOAL 2	We will hold on site field trips, special events, and award students for academic and citizenship growth and achievement to encourage a positive social-emotional learning environment and school culture.		Principal and teachers	Start of the year
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive social-emotional learning environment positive school culture. LCAP GOAL 2	Sherman Thomas Charter School has purchased and is using the "Too Good for Violence" social-emotional curriculum from the Mendez Foundation to encourage a healthy social-emotional state for the students.		Principal and teachers	End of year student survey
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive social-emotional learning environment positive school culture. LCAP GOAL 2	Class Meetings Teachers will read a book on a character trait, on the same day each month. They will go over a lesson with their class and emphasize that the whole school is learning the same trait that day.		Principal and teachers	End of Year
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive social-emotional learning environment positive school culture. LCAP GOAL 2	Principal has implemented an "Aggie Pride" ticket year round for students displaying positive behavior. Each month 3 students from each grade get drawn and then get an afternoon with the principal playing games, watching moving, or doing art as a reward.		Principal and teachers	End of Year student survey
Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive social-emotional learning environment positive school culture. LCAP GOAL 2	Admin, Teachers, and Classroom Aides received on site training in Time to Teach, a school wide discipline program to manage classroom behavior and decrease the number of distractions during instruction.		Principal and teachers	End of Year

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

### **Sherman Thomas Charter School Student Conduct Code SCHOOL EXPECTATIONS FOR STUDENTS**

#### **Conduct Code Procedures**

It is expected that students will demonstrate appropriate behaviors and attitudes including respect, honesty, and fairness necessary to maintain a productive, healthy and safe school climate Sherman Thomas Charter School has listed the enumerated offenses, consistent with its charter that may lead to a suspension or expulsion from the school. :

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- \*Caused, attempted to cause, or threatened to cause physical injury to another person.
- \*Willfully used force or violence upon the person of another, except self-defense.
- \*Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- \*Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- \*Committed or attempted to commit robbery or extortion.
- \*Caused or attempted to cause damage to school property or private property.
- \*Stole or attempted to steal school property or private property.
- \*Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- \*Committed an obscene act or engaged in habitual profanity or vulgarity.
- \*Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- \*Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- \*Except as provided in Education Code Section pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- \*Knowingly received stolen school property or private property.
- \*Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- \*Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- \*Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- \*Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- \*Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

\*Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

\*Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

\*Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. Both "bullying" and "electronic act" are defined here consistent with Sherman Thomas Charter School's Title IX, Harassment, Intimidation, Bullying, and Discrimination policy.

\*A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

\*Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee concurrence.

**Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee concurrence.

**Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

\*Caused, attempted to cause, or threatened to cause physical injury to another person.

\*Willfully used force or violence upon the person of another, except self-defense.

\*Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

\*Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

\*Committed or attempted to commit robbery or extortion.

\*Caused or attempted to cause damage to school property or private property.

\*Stole or attempted to steal school property or private property.

\*Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

\*Committed an obscene act or engaged in habitual profanity or vulgarity.

\*Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

\*Knowingly received stolen school property or private property.

\*Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

\*Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

\*Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

\*Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

\*Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

\*Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

\*Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

\*Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

\*Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. Both “bullying” and “electronic act” are defined here consistent with Sherman Thomas Charter School’s Title IX, Harassment, Intimidation, Bullying, and Discrimination policy.

\*A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

\*Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto the campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun-Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## CONSEQUENCES

A failure to adhere to the Sherman Thomas Charter School code of conduct or comply with the Sherman Thomas Charter School charter regarding the offenses that may lead to suspension or expulsion must be aware of the consequences of this non-adherence. Below is a brief list of the consequences and these consequences will depend on the severity and frequency of the unacceptable behavior in accordance with the Classroom Teacher Discipline Plan and general inappropriate behaviors listed above. Corrective actions may include:

- Parent/guardian notification (Teacher and/or Administration).
- Teacher/Administrative detention.
- Restitution.
- In-School Suspension.
- Out-of-School Suspension.
- Police Notification (if breaking a law is involved).

7. Expulsion from school.

#### DUE PROCESS

When accused of a behavioral violation, students are entitled to these following elements of "Due Process":

- The right to be informed of the rules and regulations involved.
- The right to be informed of the charges if a violation occurs.
- A fair opportunity to tell their side and receive a copy of all rulings regarding their violation.

For a full description of the procedures regarding suspension and expulsion specifically, please review the Sherman Thomas Charter School charter.

#### **(K) Hate Crime Reporting Procedures and Policies**

##### TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Sherman Thomas Charter School prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Sherman Thomas Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Sherman Thomas Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Sherman Thomas Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor, or other people with whom Sherman Thomas Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Sherman Thomas Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Milagroso Delgado  
Principal  
101 W. Adell  
Madera, Ca 93638  
(559) 674-1192  
Definitions

#### Prohibited Unlawful Harassment

Verbal conduct such as epithets, derogatory jokes or comments, or slurs

Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis

Retaliation for reporting or threatening to report harassment

Differential or preferential treatment based on any of the protected classes above

#### Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in educational institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Sherman Thomas Charter School.

Sherman Thomas Charter School is committed to providing a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

Rape, sexual battery, molestation or attempts to commit these assaults and

Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's person's body, or poking another's body

Unwanted sexual advances, propositions, or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience

Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct



Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making the performance of the employee's job more difficult because of the employee's sex

Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment

Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and

Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

#### Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.

Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable pupil to experience substantial interference with his or her academic performance.

Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sherman Thomas Charter School.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

A post on a social network Internet Web site including, but not limited to:

Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above

Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated

Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of "Cyber sexual bullying" including, but not limited to:

The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recordings of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

“Cybersexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

## Grievance Procedures

### 1. Reporting

All staff is expected to provide appropriate supervision to enforce standards of conduct and if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Milagroso Delgado  
Principal  
101 W. Adell  
Madera, Ca 93638  
(559) 674-1192

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person, or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

Sherman Thomas Charter School acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Sherman Thomas Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

### 2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor, or affiliate of Sherman Thomas Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

### 3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

### 4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

### 5. Right of Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated Sherman Thomas Charter School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final decision.

### **(J) Procedures to Prepare for Active Shooters**

Sherman Thomas activity works to prevent acts of bullying and cyberbullying resources are provided to families and students and families are encouraged to work with the school to assist in all matters. In grades k-8 Too good for Violence curriculum is used to better educate our students.

Too Good for Violence

Too Good builds protection within the student by:

Providing opportunities for pro-social involvement

Establishing positive norms including healthy beliefs and clear standards

Promoting bonding to pro-social peers

Increasing personal and social skills

Mitigates the risk factors associated with problem behaviors by addressing:

Poor Social Skills

Peer Rejection

Inappropriate Social Behaviors

Friends Who Engage in Problem Behaviors

<https://toogoodprograms.org/collections/too-good-for-violence>

<https://www.stopbullying.gov/resources/get-help-now>

## Procedures for Preventing Acts of Bullying and Cyber-bullying

## RUN!

If it is safe to do so, the first course of action that should be taken is to run. When possible, individuals should exit the building through the safest route and proceed to a designated assembly location(s) or an alternate vetted site. However, given the dynamic nature of an active shooter event, exiting the building and going to an evacuation site via practiced fire drill routes may put individuals at risk or may not be possible. If doing so is not possible or puts individuals at risk, employees may need to run out of the facility or away from the area under attack and move as far away as possible until they are in a safe location. These options should be clearly conveyed to employees during facility active shooter training and/or exercises. Despite the complexity of the situation, facility occupants and visitors at risk who can evacuate safely should do so. Recent research shows the best method to reduce the loss of life in an active shooter incident is for people to immediately evacuate or be evacuated from the area where an active shooter may be located or attempting to enter.

Staff should be trained to:

- \*leave personal belongings behind
- \*put their hands in the air to signal they are unarmed to law enforcement
- \*visualize possible escape routes, including physically accessible routes for occupants
- \*visitors, or staff with disabilities and others with access and functional needs
- \*avoid escalators and elevators
- \*take others with them but not stay behind because others refuse to leave

Call 911 when safe to do so:

Information to provide the law enforcement or dispatchers:

- \*Location of an active shooter(s)
- \*Location of caller
- \*Number of shooters, if more than one
- \*If there is law enforcement on-site (if known)
- \*Physical description of shooter(s)
- \*Type and number of weapons used by shooters(s)
- \*Use or threat of explosives/IEDs
- \*If shooting is still occurring
- \*Number of potential victims at the scene

## Hide

If running is not a safe option, staff should be trained to hide in as safe a place as possible where the walls might be thicker and have fewer windows. Likewise, for occupants that cannot run, hiding may be the only option.

In addition, occupants should do the following:

- \*Lock the doors and/or barricade them with heavy furniture, if possible.
- \*Close and lock windows and close blinds or cover windows.
- \*Turn off lights
- \*Silence all electronic devices.
- \*Remain silent
- \*Look for other avenues of escape
- \*Identify ad-hoc weapons
- \*When safe to do so, use strategies to silently communicate with first responders, if possible (e.g. in rooms with exterior windows, make signs to silently signal law enforcement and emergency responders to indicate the status of the occupants of the room).
- \*Hide along the wall closest to the exit but out of view from the hallway (which would allow the best option for amusing the shooter and for possible escape if the shooter enters or passes by the room).
- \*Remain in place until given an all-clear by identifiable law enforcement.

Consider these actions:

- \*Identify a safe location on each floor before an incident occurs where occupants and visitors may safely barricade themselves during an event.
- \*Train people in how to lock down an area and secure the unit, including providing a checklist of instructions on the back of doors and by phones.
- \*Ensure emergency numbers are available at all phone locations.

## Fight

If neither running nor hiding is a safe option, when confronted by the shooter, individuals in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as the fire extinguishers, chairs, etc. Research shows there is strength in numbers, as indicated in the earlier mentioned study. The potential victims themselves have disrupted 17 of 51 separate incidents before law enforcement arrived.

<https://www.cisa.gov/active-shooter-preparedness>

Blair, J. Pete, et al. Active Shooter Events and Response. Boca Ration, FL: CRC Press, Taylor & Fracis Group, LLC. 2013.

## **Safety Plan Review, Evaluation and Amendment Procedures**

School site practices safety procedures monthly and The School site Safety teams meets regularly through out the school year. The School site principal presents updated plans to the School board annually by March 1st

**Safety Plan Appendices**



## Emergency Contact Numbers

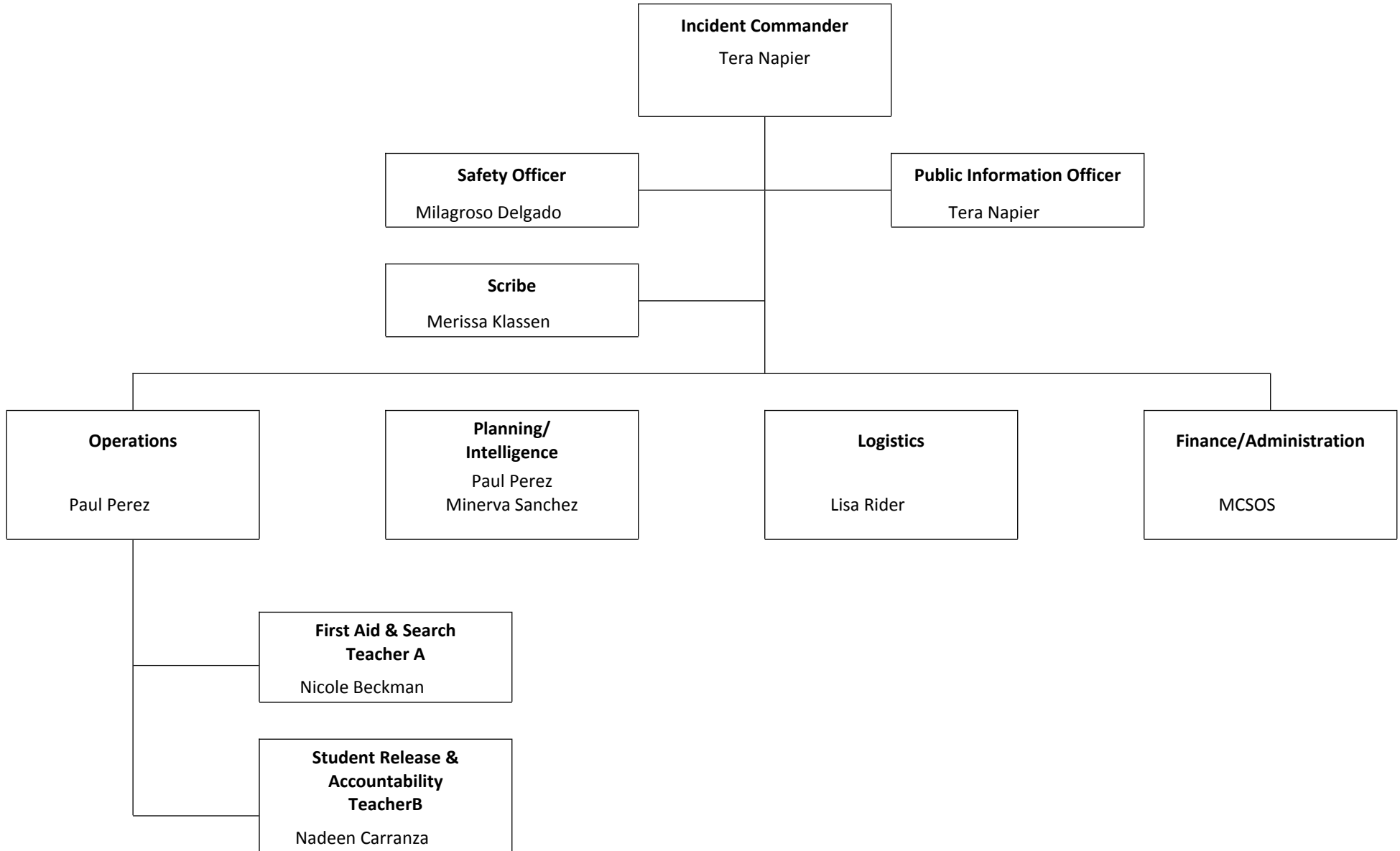
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Tera Napier	559-479-0749	Deputy Superintendent
School District	Paul Perez	559-479-0878	Maintenance Department
Public Utilities	Paul Perez	559-479-0878	School Site Utilities Location
Emergency Services	Milagroso Delgado	559-975-5496	Emergency Planning/Crisis Response, Safe School Manager
Other	MCSOS	559-673-6051	Mental Health Services Coordinator
Law Enforcement/Fire/Paramedic	Police Department	559-674-5611	Police Department
Other	MCSOS	559-662-6242	Technology Services
Law Enforcement/Fire/Paramedic	Sheriff Department	559-675-7769	Madera Sherriff
Law Enforcement/Fire/Paramedic	Fire department	559-675-7799	Fire Department

## Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Pre - School campus safety walk	8/7/23	Elementary campus, Site admin and custodial staff review summer updates and repairs determine needs before school
Operations meeting	8/25/23	Team meets to discuss needs after 1st week of school
Operations meeting	10/10/23	review facility needs, repairs, and safety plan
Operations meeting	11/17/23	review facility needs, repairs, and safety plan
Safety meeting	8/11/23	review drill results
Staff meeting	8/14/23	train all staff CPR and in Safety procedure and plans
Safety planning committee meeting	12/13/23	review plan update for needs and compliance
Safety planning committee meeting	1/15/23	review plan update for needs and compliance
Present to school board	2/26/23	Provide report and seek feedback.

**Sherman Thomas Charter School Incident Command System**



## Incident Command Team Responsibilities

### Standardized Emergency Response Management System Overview

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

Sherman THREAT (Student	Thomas ASSESSMENT	Charter MANAGEMENT Wellness	School TEAM (TAMT) Team)
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When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene its Threat Assessment Management Team (TAMT).

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the STCS 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. Annually, identify those staff members who have current training in CPR and First Aid. In an emergency situation, any staff member may provide assistance. Ensure that there are an adequate number of people trained in first aid in addition to the crisis response team. The following staff members are designated emergency first aid responders for the 2015 – 2016 school year at Sherman Thomas Charter School.

AED	(Automated	External	Defibrillator)	Maintenance	Checks
Please list the person(s) who are responsible for the monthly AED maintenance check. (If applicable)	N/A				

Emergency First Aid Guidelines for California Schools is the guide for providing first aid. The guidelines and first aid supplies are located in the health office. Additional supplies (red 1st aid bags) at the high schools are located in the boy's gym, girl's gym, and may also be in shop classes. The guidelines chart contains Universal Precautions for blood-borne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

CPR PRECAUTIONS  
To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual School policy.

IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding, etc.). Staff will need to provide for the medical needs of these students if they remain at school for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the 2020-2021 school year at Sherman Thomas school.

Karina Tovar	School Nurse	Office:	559-674-1192
Nadeen Carranza	Office manager	Office:	559-674-1192

\*a confidential list of all students in the category must be kept in the nurse's office as well as with the school safety coordinator. Each school has an Emergency First Aid Bag (for disaster only) stocked with first aid supplies.

Communication

List the modes of communicating with your staff in the case of a crisis.  
Primary Radio's

Alternate X Person Cell Phone

Public Employees as Emergency Disaster Workers

During an emergency/crisis, the welfare of all district employees is as important as student well-being. However, employees become emergency service workers under the Emergencies and Disasters Preparedness Plan (Government Code 3100, AR 4212) which states: "A public employee becomes emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared".

If a state of emergency is declared, our employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Please remind your staff of their district obligations and for them to develop their person/family needs plan in case they are called upon for after-hour duty.

1. Sherman Thomas Charter School assumes the following responsibilities:

a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Local Health Officer.

b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.

c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.

d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Madera County Department of Public Health and the Madera County Office of Education Director of Health Services.

e. Develop and implement support plans for Health Clinics designated to be used as "immunization clinics" or "flu clinics" to triage/evaluate and/or treat influenza patients not requiring hospital care.

2. Each Sherman Thomas Charter School assumes the following responsibilities:

a. The Principal/Designee will develop a response plan that will:

\*Identify the chain of command in case of illness with a minimum of 2 backups.

\*Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers, and students. Identify and procure needed resources.

\*Review procedures for sending ill individuals home and make adjustments if necessary.

\*Report the number of staff and students daily absent with pandemic flu to the STCS Director

\*Designate office staff who will document actions taken.

\*Working with the STCS Communications Office, provide information to all stakeholders on the extent of infection at the school site and potential changes that might take place at school.

b. Develop a recovery plan that provides for education support and emotional support for staff and students. If there is a loss of life, implement procedures located in the Comprehensive Safe School Plan.

PARENT REUNIFICATION TEAM

Location (must be able to accommodate all parents) Valley West Christian Center Sanctuary

- Select an appropriate location (per safety plan or other location that may be more appropriate given the size of the school). Consider entry, exit, and ability to hold a significant number of people (e.g., multiple stations)
- Ensure that you have all of the appropriate documentation such as sign-out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop, and a printer.
- Set up tables with appropriate signs:

a) 1 for the registration desk

b) 1 for reunification team #1 (matches form to the emergency card, checks schedule, calls classroom, and or sends escort to the classroom)

c) 1 for reunification team #2 (problem-solving team)

d) 1 for parents to pick up letter and homework packages

e) 1 for the nurse to answer questions

f) Set up a few tables where parents will line up so that they can fill out the form while waiting. Place student release forms and pens on these tables

g) 1 table at the location where students will meet their parent

h) 1 table for health services/nurse at the student-parent meeting location

- Have interpreters speaking Spanish

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how—before such a disaster

occurs.

- Principal/Safe School Leadership Team
1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
  2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
  3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.
  4. Ensures that all staff are trained to carry out responsibilities during the disaster and drill procedures; encourages teachers to work in teams through a buddy system.
  5. Establishes a communications system consisting of the following elements:
    - a. System of specific disaster warning signals that are well known to staff and students, and includes both bell and voice signals.
    - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
    - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
    - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion. The following guidelines should be adhered to:
      - \* Include a sign-in sheet for all media to complete. (PC 627.2)
      - \* Notify the Telecommunications Center at 73831 (or 457-3831 from an outside line) of the emergency and media response. Notify the District Community Relations Office who will notify the Assistant Superintendent and the Emergency Planning Coordinator.
      - \* Follow the directions of the Assistant Superintendent. Only the Superintendent or designee and the District Community Officer or designee are authorized to release information. All other personnel should cordially refer the media to the District Community Relations Office (457-3733).
      - \* Designate a person to record incidents for documentation purposes including debriefing.
  6. Ensure that the emergency (brown) phone is in working order and that precautions are taken to keep that number private.
  7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of an emergency card or other effective system, which summarizes the information on the emergency card). (See Student Release Team page)
  8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
  9. Assigns the following duties to school staff:
    - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
    - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
    - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
    - d. Establish/coordinate Communication Center.
    - e. Administer first aid.
    - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
    - g. Supervise Student Release Procedures.
    - h. Check building utility systems and appliances for damage.
  10. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and schedule regular site inspections for safety hazards.
  11. Plans alternate classroom evacuation routes if standard routes are obstructed.
  12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
  13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
  14. Inform any satellite programs (on or adjacent to your site) of the emergency immediately. (Example: Parenting Center, Pre-school, Special Needs Program).

## 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**

- Shelter In Place
- Verbal command used to initiate

### **Step Two: Identify the Level of Emergency**

- Building Evacuation
- Description of incidents that will trigger the emergency response

### **Step Three: Determine the Immediate Response Action**

- Duck, Cover and Hold
- Description of action to be taken by teachers, students and CRT

### **Step Four: Communicate the Appropriate Response Action**

- Lockdown (Armed intruder)
- Procedure and signal to rescind emergency response



## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### **EMERGENCY RESPONSE AIRCRAFT CRASH**

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

#### **STAFF ACTIONS:**

- \* Notify Principal.
- \* Move students away from immediate vicinity of the crash.
- \* EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- \* Check school site to assure that all students have evacuated.
- \* Take attendance at the assembly area.
- \* Report missing students 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 to the school site when emergency response officials have determined it is safe to return to the building.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Notify police and fire department (call 911).
- \* Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION that may include the use of busses or alternate transportation.
- \* Notify District Superintendent, who will contact the Office of Emergency Services.
- \* Arrange for first aid treatment and removal of injured occupants from building.
- \* Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- \* Account for all building occupants and determine extent of injuries.
- \* Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

#### **STAFF ACTIONS:**

- \* Notify Principal.
- \* Move students away from immediate vicinity of the crash.
- \* Remain inside with students unless subsequent explosions or fire endanger the building.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Notify police and fire department (call 911).
- \* Initiate SHELTER IN PLACE, if warranted.
- \* Initiate Take Cover for students and staff outside or direct them to designated area until further instructions are received.
- \* Ensure that students and staff remain at a safe distance from the crash.
- \* Notify District Superintendent, who will contact the Office of Emergency Services.
- \* Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

## **Animal Disturbance**

### **EMERGENCY RESPONSE ANIMAL DISTURBANCE**

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- \* If the animal is outside, keep students inside and institute Secure Campus.
- \* If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
- \* Contact the Madera Animal Control for assistance in removing the animal.
- \* If the animal injures anyone, seek medical assistance from the school nurse.
- \* Notify parent/guardian and recommended health advisor.

#### **STAFF/TEACHER ACTIONS:**

- \* If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- \* If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- \* Notify the principal if there are any injuries.

## **Armed Assault on Campus**

### **EMERGENCY RESPONSE Active Shooter/Armed Assailant**

#### **ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS**

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

#### **ACTIONS – ALL SCHOOL STAFF**

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.

a. Act immediately if you or your students:

- \* hear a sound that might be gunfire.
- \* see something that looks like a weapon being carried or used on or near the campus.
- \* sense any other indication of active shooter / armed assailant threat.

b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.

c. Be decisive. Communicate your plan to your students and act quickly.

d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. Run: If you can get yourself and your students safely away from danger, do so immediately.

- \* Do not evacuate unless you...
- \* know with certainty, the exact location of the assailant (do not trust unofficial, second-hand accounts),
- \* and can visualize a route that will get your students and yourself safely off-campus.
- \* Don't carry anything with you.
- \* Police may mistake an item in your hands as a weapon.
- \* Leave everything behind.
- \* If you encounter people along the way...
- \* Adults: Warn them and take them with you if you can but don't stop if they refuse to come.
- \* Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.
- \* Place terrain and buildings between you and the assailant to cover your escape.
- \* Keep going until you are certain you are out of danger.
- \* Call 911 as soon as it is safe to do so.
- \* Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- \* Lock the doors
- \* Close and lock windows and close blinds or cover windows;
- \* Turn off lights;
- \* Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- \* Silence all electronic devices;
- \* Remain silent;
- \* Position occupants spread out and out of the line of sight from the room entrance.
- \* Prepare to take action if the assailant attempts to get in the room;
- \* Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- \* Call 911 as soon as it is safe to do so.
- \* Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- \* If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
- \* Construct a strong barricade.
- \* If you have another way out (a window or back door) use it while the assailant is attempting to get in.
- \* If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
- a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- \* Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- \* State the emergency: "I hear gunfire." "I saw..."
- \* Give information on people who are wounded.
- \* Location of the assailant (if known):
- \* Description of the assailant (if known):
- \* Your precise location: "room \_\_\_"
- \* The number of children with you:

b. Keep the line open, even if you can't talk unless instructed by the dispatcher to end the call.

#### 4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

\* Run – If you encounter injured persons while you are trying to get out of danger...

\* And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

\* Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.

\* As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as an improvised dressing for wounds and apply direct pressure to control bleeding.

\* Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

\* If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

\* If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

\* Immediately raise your hands in the air and display your open palms.

\* Don't run up to officers or attempt to hug or talk to them.

\* Don't talk unless they ask you a question.

\* Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

\* Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

\* Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district/site staff involved with student activities and extracurricular programs.)

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

\* Follow the All Staff guidance described above.

\* Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.

\* Include as much actionable information on the announcement as possible.

\* Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."

\* If you have surveillance capabilities, and can safely provide real-time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with the information they can use to better evaluate their options.

\* Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."

\* Notify the district office after you call 911.

\* If possible assist emergency personnel.

\* Assist the police in entering the school;

\* Provide officers with keys, maps, and any other information requested.

#### DISTRICT STAFF ACTIONS

\* Emergency Operations Center (EOC)

\* Activate the district's Emergency Operations Center

- \* Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

#### Offsite Reunification

- \* The Operations Section should prepare an off-site evacuation site for reunification.
- \* This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
- \* Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
- \* School staff and students will remain in lockdown until evacuated on a room-by-room basis.
- \* Buses should be placed on standby for evacuation.
- \* Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

#### \* Crisis Intervention

- \* A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff, and parents during reunification.
- \* This team will also provide ongoing support throughout the recovery phase of the emergency response.
- \* Psychoeducational materials should also be developed/selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- \* Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

### **Biological or Chemical Release**

#### EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid, or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- \* postal mail, via a contaminated letter or package
- \* a building's ventilation system
- \* a small explosive device to help it become airborne
- \* a contaminated item such as a backpack, book bag, or other parcel left unattended
- \* the food supply
- \* aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin, etc.) is difficult because usually appears after some time has elapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from watery eyes, choking or breathing difficulty, twitching, or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

#### Outside the building

##### STAFF ACTIONS:

- \* Notify principal.
- \* Move students away from the immediate vicinity of danger (if outside, implement Take Cover).
- \* Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
- \* Follow standard student assembly, accounting, and reporting procedures.

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Initiate SHELTER IN PLACE.
- \* Shut off HVAC units.
- \* Move to a central location where windows and doors can be sealed with duct tape.
- \* Call 911. Provide location and nature of the emergency and school actions taken.
- \* Notify District Superintendent of the situation.
- \* Turn on a battery-powered commercial radio and listen for instructions.
- \* Complete the Biological and Chemical Release Response Checklist

- \* Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- \* Arrange for psychological counseling for students and staff.

#### Inside the building

##### STAFF ACTIONS:

- \* Notify principal or site administrator.
- \* Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- \* Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- \* Follow standard student assembly, accounting, and reporting procedures.
- \* Prepare a list of those who are in the affected area to provide to emergency response personnel.

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Initiate EVACUATION of the building or OFF-SITE EVACUATION to move students away from the immediate vicinity of danger.
- \* Move up-wind from the potential danger.
- \* Call 911. Provide exact location and nature of the emergency.
- \* Designate security team to isolate and restrict access to potentially contaminated areas.
- \* Wait for instructions from emergency responders-- Health or Fire Department.
- \* Notify District Superintendent of the situation.
- \* Arrange for immediate psychological counseling for students and staff.
- \* Complete the Biological and Chemical Release Response Checklist
- \* Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

##### THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- \* Wash affected areas with soap and water.
- \* Immediately remove and contain contaminated clothing
- \* Do not use bleach on potentially exposed skins.
- \* Remain in a safe, but the separate area, isolated from those who are unaffected, until emergency response personnel arrive.

## **Bomb Threat/ Threat Of violence**

### **EMERGENCY RESPONSE. BOMB THREAT**

In the event that the school receives a bomber threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all the information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

#### **PERSON RECEIVING THREAT BY TELEPHONE:**

- \*Listen. Do not interrupt the caller.
- \*Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- \*Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- \*Notify site administrator immediately after completing the call.
- \*Complete the Bomb Threat Checklist.

#### **PERSON RECEIVING THREAT BY MAIL:**

- \*Note the manner in which the threat was delivered, where it was found, and who found it.
- \*Limit handling of the item by immediately packing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- \*Caution students against picking up or touching any strange objects or packages.
- \*Notify principal of site administrator.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \*Call 911
- \*If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of the school, name of the caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- \*Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- \*Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- \*Use the intercom, 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.
- \*Notify the District Superintendent of the situation.
- \*Direct a search team to look for suspicious packages, boxes, or foreign objects.
- \*Do not return to the school building until it has been inspected and determined safe by proper authorities.
- \*Avoid publicizing the threat any more than necessary.

#### **SEARCH TEAM ACTIONS:**

- \*Use a systematic, rapid thorough approach to search the building and surrounding areas.
- \*Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes), and power sources (computer rooms, gas valves, electric panels, telephone panels).
- \*If a suspicious item is found, make no attempt to investigate or examine the object.

#### **STAFF ACTIONS:**

- \*Evacuate students as quickly as possible, using primary or alternate routes.
- \*Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- \*Do not return to the building until emergency response officials determine it is safe.

The following checklist can be obtained in PDF form from FEMA at [HTTP://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf). Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

## **Bus Disaster**

Sherman Thomas does not own and rarely uses Buses but in case of  
EMERGENCY RESPONSE BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

### **BUS DRIVER:**

- \* Turn off power, ignition, and headlights. Use safety lights, as appropriate.
- \* Evaluate the need for evacuation.
- \* Remain with the vehicle. Notify California Highway Patrol.

### **STAFF ACTIONS AT THE SCENE:**

- \* Call 911, if warranted.
- \* Notify principal.
- \* Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- \* Move all uninjured students to a safe distance from the accident.
- \* Document the names of all injured students and their first aid needs.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Notify law enforcement.
- \* Notify parents/guardians of all students on the bus as soon as accurate information is available.
- \* Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- \* Notify the school community about the incident and status of injured students and/or staff. Prepare news releases for media, if appropriate.

## **Earthquake during the bus trip**

### **BUS DRIVER ACTIONS:**

- \* Issue DUCK, COVER and HOLD ON instruction.
- \* Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- \* Set brake, turn off the ignition, and wait for shaking to stop.
- \* Check for injuries and provide first aid, as appropriate.
- \* Contact the school administrator and bus dispatch to report the location and condition of students and the bus.
- \* Do not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
- \* If instructed to continue the route,
- \* En route to school, continue to pick up students.
- \* Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- \* If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- \* Remain with students until further instructions are received from the site administrator.
- \* Account for all students and staff throughout the emergency

## **Flood during the bus trip**

### **BUS DRIVER ACTIONS:**

- \* Do not drive through flooded streets and/or roads.
- \* Take an alternate route or wait for public safety personnel to determine a safe route.
- \* If the bus is disabled, stay in place until help arrives



- \* Contact the school administrator and bus dispatch to report the location and condition of students and the bus.
- \* Do not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
- \* Account for all students and staff throughout the emergency.

## **Disorderly Conduct**

### EMERGENCY RESPONSE CIVIL DISTURBANCE

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.

#### Inside School

##### STAFF ACTIONS:

- \* Report disruptive circumstances to principal/site administrator.
- \* Avoid arguing with the participant(s).
- \* Have all students and employees 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/SITE ADMINISTRATOR 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 probably, notify police of 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/SITE ADMINISTRATOR ACTIONS:

- \* Call 911.
- \* Move any students who are outside into the school building. 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 nurses 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 AND COVER, lie on the floor and keep students calm.
- \* Care for the injured, if any.
- \* Remain with students within locked classrooms until the all-clear is given, regardless of bells and the school schedule.

## **Earthquake**

### **EMERGENCY RESPONSE EARTHQUAKE**

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards, and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions, and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

#### **Inside Building**

##### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- \* Send search and rescue team to look for trapped students and staff.
- \* Post guards a safe distance away from building entrances to assure no one re-enters.
- \* Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- \* Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
- \* Determine whether to close the school. If school must be closed, notify staff members, students, and parents.

##### **STAFF ACTIONS:**

- \* Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back to windows.
- \* Check for injuries, and render First Aid.
- \* After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- \* Check attendance at the assembly area. Report any missing students to the principal/site administrator.
- \* Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- \* Stay alert for aftershocks
- \* Do NOT re-enter the building until it is determined to be safe.

#### **Outside Building**

##### **STAFF ACTIONS:**

- \* Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind the neck, bury face in arms, make the body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold overhead for added protection. Maintain position until shaking stops.
- \* After shaking stops, check for injuries, and render first aid.
- \* Check attendance. Report any missing students to the principal/site administrator.
- \* Stay alert for aftershocks.
- \* Keep a safe distance from any downed power lines
- \* Do NOT re-enter the building until it is determined to be safe.
- \* Follow instructions of principal/site administrator.

#### **During non-school hours**

##### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Inspect school buildings with Maintenance/Building and Grounds Manager to assess the damage and determine corrective actions.
- \* Confer with District Superintendent if the damage is apparent to determine the advisability of closing the school.
- \* Notify the fire department and utility company of suspected breaks in utility lines or pipes.

- \* If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangements such as portable classrooms if the damage is significant and school closing will be of some duration.
- \* Notify District Office, who will inform public information media as appropriate.

### **Explosion or Risk Of Explosion**

#### **EMERGENCY RESPONSE EXPLOSION**

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

#### **PRINCIPAL/SITE ADMINISTRATOR:**

- \* Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- \* Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number, and the nature of the emergency.
- \* Secure area to prevent unauthorized access until the Fire Department arrives.
- \* Advise the District Superintendent of school status.
- \* Notify emergency response personnel of any missing students.
- \* Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within the building, your name, and phone.
- \* Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes), and power sources (computer rooms, gas valves, electric panels, telephone panels).
- \* Determine if Student Release should be implemented. If so, notify staff, students, and parents.
- \* If the damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

#### **STAFF ACTIONS:**

- \* Initiate DROP, COVER, AND HOLD ON.
- \* If an explosion occurred inside the school building, EVACUATE to the outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- \* Check to be sure all students have left the school site. Remain with students throughout the evacuation process.
- \* Upon arrival at the assembly area, check attendance. Report status to site administrator immediately.
- \* Render first aid as necessary.
- \* Do not return to the building until the emergency response personnel determine it is safe to do so.
- \* If an explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from the site of the explosion.

### **Fire in Surrounding Area**

#### **EMERGENCY RESPONSE FIRE (offsite)**

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by the location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Determine if EVACUATION of the school site is necessary.
- \* Contact the local fire department (call 911) to determine the correct action for your school site.
- \* If necessary, begin evacuation of the school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- \* Direct inspection of premises to assure that all students and personnel have left the building.

- \* Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- \* Monitor radio station for information.
- \* Do not return to the building until it has been inspected and determined safe by proper authorities.

#### STAFF ACTIONS:

- \* If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- \* Stay calm. Maintain control of the students at a safe distance from the fire and firefighting equipment.
- \* Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- \* Remain with students until the building has been inspected and it has been determined safe to return to.

### **Fire on School Grounds**

#### EMERGENCY RESPONSE FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

#### Within School Building

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Sound the fire alarm to implement EVACUATION of the building.
- \* Immediately EVACUATE the school using the primary or alternate fire routes.
- \* Notify the Fire Department (call 911).
- \* Direct search and rescue team to be sure all students and personnel have left the building.
- \* Ensure that access roads are kept open for emergency vehicles.
- \* Notify District Office of situation.
- \* Notify appropriate utility company of suspected breaks in utility lines or pipes.
- \* If needed, notify bus dispatch for OFF-SITE EVACUATION.
- \* Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

##### STAFF ACTIONS:

- \* EVACUATE students from the building using primary or alternate fire routes Take an emergency backpack and student kits. Maintain control of the students at a safe distance from the fire and firefighting equipment.
- \* Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- \* Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

#### Near the School

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- \* Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

### **Flooding**

#### EMERGENCY RESPONSE FLOOD

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 the failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Issue STAND BY instruction. Determine if evacuation is required.
- \* Notify local police department of intent to EVACUATE, the location of the safe evacuation site, and the route to be taken to that site.
- \* Delegate a search team to assure that all students have been evacuated.
- \* Issue Off-Site Evacuation instruction if students will be evacuated to a safer location by means of buses and cars.
- \* Post a notice on the office door stating where the school has relocated and informed the District Office.
- \* Monitor AM radio weather station \_\_\_\_\_ for flood information.
- \* Notify District Superintendent of school status and action is taken.
- \* Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

- \* If warranted, EVACUATE students using evacuation plans. Take the class roster, emergency backpack, and student comfort kits. Take attendance before leaving the campus.
- \* Remain with students throughout the evacuation process.
- \* Upon arrival at the safe side, take attendance. Report any missing students to the principal/site administrator and emergency response personnel.
- \* Do not return to the school building until it has been inspected and determined safe by property authorities.

**Loss or Failure Of Utilities**

**EMERGENCY RESPONSE UTILITY FAILURE**

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

**PRINCIPAL/SITE ADMINISTRATOR:**

- \* Notify utility company. Provide the following information:
  - \* Affected areas of the school site
  - \* Type of problem or outage
  - \* Expected duration of the outage, if known
- \* Determine the length of time service will be interrupted.
- \* Determine the desired action, which may include the relocation of students and staff, notification of parents, and alternate food service.
- \* If a disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- \* Use messengers with the oral or written words as an alternate means of faculty notification.
- \* Notify District Office of loss of service.
- \* Implement a plan to provide services without utilities or with alternate utilities.

**A. Plan for Loss of Water**

Toilets: classroom relief kits

Drinking Water: classroom relief kits

Food Service: classroom relief kits

Fire Suppression: fire extinguisher in all building

Other:

## B. Plan for Loss of Electricity

Ventilation: classroom windows open

Emergency Light: exit lights

Computers: charge nightly

Other:

## C. Plan for Loss of Natural Gas

Heat: classroom relief kits

Food Service: classroom relief kits

Other:

## Motor Vehicle Crash

### EMERGENCY RESPONSE 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/SITE ADMINISTRATOR ACTIONS:

- \* Notify 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 District Superintendent.

#### STAFF ACTIONS:

- \* Notify Principal.
- \* Move students away from the immediate vicinity of the crash.
- \* EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- \* Check school site to assure that all students have evacuated.
- \* Take attendance at the assembly area.
- \* Report missing students to the principal /designee and emergency response personnel.
- \* Maintain control of the students at 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.

## Psychological Trauma

### EMERGENCY RESPONSE

Crisis management at STCS specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described above usually produce one or more of the following conditions:

- \* Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- \* Physical and/or psychological injury to students and staff.
  - \* Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved have been insured, attention must turn to meet the emotional and psychological needs of students and staff.

Contact the Principal for specific procedures relating to crisis management.

#### Procedure

1. The School Administrator will activate the School Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.
3. The Psychological First Aid Team will provide direct intervention services.
4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.
6. The Psychological First Aid Team should isolate students demonstrating externalized behavior.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

### **Suspected Contamination of Food or Water**

#### **EMERGENCY RESPONSE Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of the contamination may include unusual

odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

#### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services, and the District's Nurse Coordinator.  
The administrator will determine if they need to call "911."
3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

### **Tactical Responses to Criminal Incidents**

#### **EMERGENCY RESPONSE HOSTAGE SITUATION**

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending the arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- \* Call 911. Provide all known essential details of the situation:
- \* Number of hostage takers and description
- \* Type of weapons being used
- \* Number and names of hostages
- \* Any demands or instructions the hostage-taker has given
- \* Description of the area
- \* Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- \* Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
- \* Secure exterior doors from outside access.
- \* When the police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- \* Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child. Identify media staging area, if appropriate. Implement a hotline for parents.
- \* Account for students as they are evacuated.
- \* Provide recovery counseling for students and staff.

#### STAFF ACTIONS:

- \* If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
- \* Alert the principal/site administrator.
- \* Account for all students.

#### EMERGENCY RESPONSE INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:00 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

- - California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras, and staff to monitor entryways.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Initiate LOCKDOWN.
- \* Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard a person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:  
"What can we do to make this better?"  
"I understand the problem, and I am concerned."  
"We need to work together on this problem."
- \* As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruders.
- \* Keep subject in view until police or law enforcement arrives.
- \* Take measures to keep the subject away from students and building.
- \* Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- \* When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- \* Be available to deal with the media and bystanders and keep the site clear of visitors.

#### STAFF ACTIONS:

- \* Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.



- \* Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- \* Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

#### EMERGENCY RESPONSE IRRATIONAL BEHAVIOR

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 hallucinations, extreme paranoia, an 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/SITE ADMINISTRATOR ACTIONS:

- \* Keep the individual under continuous adult supervision.
- \* Keep the individual on campus until parent/guardian has been notified.
- \* Arrange appropriate support services for the necessary care of individuals.
- \* If the individual actively displays dangerous behavior or there is 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 professionals (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 make immediate contact with a therapist.
  - \* Request that parents/guardians sign release forms 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 are 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 school nurse, school psychologist, counselor, or social worker.
- \* Protect the individual from injury.

#### EMERGENCY RESPONSE KIDNAPPING

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Verify information with the source of the abduction report.
- \* Contact law enforcement (call 911) for assistance.
- \* Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- \* Provide suspect information to the police, if known.
- \* Contact the parents/guardian of the student involved and establish a communication plan with them.
- \* Obtain the best possible witness information.
- \* Conduct a thorough search of the school/campus/bus.
- \* Relay current information to police, parents, and essential school staff.
- \* Designate a staff member as key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- \* Advise the law enforcement dispatcher of the staff member key contact's name and number.
- \* Provide the key contact with access to school records.

- \* Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- \* When the child is found, contact all appropriate parties as soon as possible.

**STAFF ACTIONS:**

- \* Notify principal, providing essential details:
- \* Name and description of the student
- \* Description of the suspect
- \* Vehicle information
- \* Move students away from the area of abduction.

**Unlawful Demonstration or Walkout**

**EMERGENCY RESPONSE PUBLIC DEMONSTRATION**

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Obtain information on when, why, and how many people are expected. Identify the spokesperson for the group
  - \* Contact local police department for the school's jurisdiction and advise them of the situation.
  - \* Notify staff of the planned demonstration.
  - \* Develop an information letter to parents.
  - \* Assign a staff member to act as liaison with police, media, and, possibly the demonstrating group.
  - \* Designate a staff member to handle incoming calls during the demonstration.
  - \* Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

**STAFF ACTIONS:**

- \* Do not allow students to be interviewed by the media or join in the demonstration

**Emergency Evacuation Map**