

**Sierra County Office of Education  
Sierra-Plumas Joint Unified School District**



# Safe Schools Plan - 2021

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Superintendent of Schools**

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**GENERAL INFORMATION**

California Education Code §32281(d)(1)  
“Subdivision(b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each school site.”  
Sierra-Plumas Joint Unified School District is considered a small school district.

**Assessment of Crime**

**Crime Reports**

In the school year of 2018-2019, nine crime reports were made.  
In the school year of 2019-2020, zero crime reports were made.

**Results from Healthy Kids Survey 2015-2016– 12<sup>th</sup> Grade**

- Q: I feel safe in my school
- |                            |    |
|----------------------------|----|
| Strongly disagree          | 0  |
| Disagree                   | 0  |
| Neither disagree nor agree | 14 |
| Agree                      | 57 |
| Strongly agree             | 29 |
- Q: School staff takes parent concerns seriously
- |                            |    |
|----------------------------|----|
| Strongly disagree          | 3  |
| Disagree                   | 3  |
| Neither disagree nor agree | 24 |
| Agree                      | 66 |
| Strongly agree             | 3  |

- Perceived Safety at School
- |                         |     |
|-------------------------|-----|
| Very safe               | 39% |
| Safe                    | 50% |
| Neither safe nor unsafe | 11% |
| Unsafe                  | 0   |
| Very unsafe             | 0   |

Violence and Victimization on School Property, Past 12 Months  
How many times on school property have you:

- been pushed, shoved, slapped, hit or kicked by someone who wasn’t just kidding around?
- |              |     |
|--------------|-----|
| 0 times      | 79% |
| 1 time       | 7%  |
| 2 to 3 times | 7%  |

4 or more times..... 7%

-been afraid of being beaten up?

0 times..... 97%  
1 time ..... 3%  
2 to 3 times ..... 0%  
4 or more times..... 0%

-been offered, sold, or given an illegal drug?

0 times..... 97%  
1 time ..... 3%  
2 to 3 times ..... 0%  
4 or more times..... 0%

**Suspensions/Expulsions**

The district had an unduplicated total of 19 students suspended during the 2018-2019 school year. **The district had an unduplicated total of 13 students suspended during the 2019-2020 school year.** No students were suspended for a total of fifteen days.

In the 2018-19 school year, no students were expelled.  
In the 2019-20 school year, no students were expelled.

**Procedures for Safe Ingress and Egress of Students**

Each school site in the Sierra-Plumas Joint Unified School District has provided safe ingress and egress for students and staff, including drop off areas at the front of schools and specific arrival and departure procedures for bus students. At the beginning of each school year personnel discuss school rules and safety procedures with students.

Under the Americans with Disabilities Act, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. Trained staff assist individuals with disabilities.

The Sierra-Plumas Joint Unified School District encourages walking, bicycling, or scootering to school. If children must be driven by car, carpooling is encouraged. Safety is emphasized, whatever the mode of transportation. It is everyone’s responsibility to know the traffic laws surrounding the school, including appropriate speed limits, and to obey them.

## School Crisis and Safety Plan Summary

Sierra County residents are aware that the following may characterize major emergency situations:

- There is little advance warning.
- Highways may be closed.
- Telephones and other major utilities may be out for several days.
- In a major disaster, deaths and injuries will exceed the capacity of our health facilities.
- Because government and school agencies are limited in their capabilities, it is likely that our school and our nearby community would be self-sufficient for a time and may be required to provide shelter to the immediate community.

The objectives of our plan are the following:

1. To provide a plan for action which will assist school personnel in minimizing injuries and loss of life of students and staff during an emergency;
2. To provide a plan to equip school personnel and school facilities to meet the needs of students, staff members, the community and local/state law enforcement and health officials during an emergency;
3. To provide a safe and orderly environment conducive to learning;
4. To assist in the safety and protection of our students and school personnel immediately after a disaster; and
5. To arrange for a calm and efficient plan for parents to retrieve their children from school if necessary.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.



## Action Plan Summary

### A. Teachers Will:

- Give "**Duck, Cover and Hold On**" instructions in event of earthquake.
- Evacuate building in case of fire or after an earthquake.
- Take emergency folder and evacuate students to assigned area on yard.
- Hold students in assigned yard area, take roll, and wait for further instructions.
- Remain with class and report anyone who is missing.
- Take appropriate first aid action.
- Not re-enter buildings until deemed safe by authorities.
- Dismiss students to go home only to parent/or authorized adult. Children must be signed out by parent/or authorized adult.

### B. Assigned School Personnel Will:

- In the event of a fire, shut off gas, electricity and water (in that order). (Custodians, maintenance personnel)
- In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
- Set up and coordinate a first aid center.
- Report to site administrator for further instructions.
- Assume assigned emergency response roles: i.e., coordinate a first aid center, engage in search and rescue tasks, supervise students, secure gates, etc.

### C. Site Administrator's Office Will:

- If telephones are operable: notify **9-1-1** (Sierra County Sheriff) and the school district office for Level 2 & 3 emergencies,<sup>1</sup> District Office for all emergencies; and monitor incoming phone calls.
- Establish communication with the school district office.
- Maintain communication with staff and outside agencies.
- Assign available adults to tasks as needed.
- Site administrator to decide if evacuation to a designated shelter is necessary.

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<sup>1</sup> As defined in Section I, pg. 10

## Special Information for Parents

Our school district has evacuation and emergency plans in order in case of a disaster. A complete School Safety Plan is available at the Sierra-Plumas Joint Unified School District Office.

### A. Crisis Information

**Parents will receive initial information by the "Emergency Phone Notification System" or by a "emergency phone tree" telephone call** (i.e., where teachers or others have a list of parents to notify in case of a school emergency when the Phone Notification System is not working).

**Do not come to or call the school!** Each school will designate a parent gathering center where parents will be informed and, when possible, pick up their children.

### B. Parent Gathering Places

- Loyalton Schools:           1) Holy Family Catholic Church or  
  2) Loyalton Elementary School
- Downieville Schools:       Yuba Theatre (park in corner parking lot)

### C. Student Dismissal

In the event of a major earthquake, **school will not be dismissed, and children will remain under the supervision of school authorities** until parents or responsible adults can pick them up.

If the site administrator or teacher in charge determines that students are to be dismissed following a crisis event, they will be transported to the parent gathering place, where their parents can pick them up, or be dismissed to return home by the usual method.

### D. Picking Up Your Child

Students will be released at the designated gathering center. After signing the Student Release form, your child (and any other children you are authorized to pick up) will be released to you. Only teachers, children and parent volunteers will be allowed onto the playground.

**Do not remove your child or any other child from school or gathering areas without having signed your name on the emergency release form.** This provides a record of each child's location.

Many of you may not be able to reach school by automobile or phone. If conditions make it necessary, we will release your child to the adult

indicated on your child's "Emergency Release" form. We will keep a written record of the child and the adult to whom the child has been released.

If children are caught in a disaster between home and the school, it is recommended they go immediately to school.

E. Food and Water Supply

In the event that children would need to remain on campus for several hours after any sort of a disaster, we have a supply of food and fresh water. However, the supply is limited.

F. First Aid

School personnel have been trained in first aid and CPR. Each school office has a specially designed disaster kit containing appropriate supplies.

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## **Section I - Introduction**

1. Introduction
2. Planning
3. Communications
4. Emergency Actions
5. Responsibilities
6. General Crisis Management Plan
7. Team Responsibilities

## 1. Introduction

### Purpose

In the event of a widespread emergency it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. The school may need to be self-sufficient for a time and may be required to provide shelter to the immediate community.

### Levels of Emergencies

Services are described by one of the following three levels:

- **Level One Emergency:** A localized emergency which school district personnel can handle by following the procedures at their own site.  
*Examples: power outage, minor earthquake, tragedies affecting students.*
- **Level Two Emergency:** A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police, etc. *Examples: fire, severe earthquake with injuries and/or structural damage.*
- **Level Three Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and response time from major supportive agencies may be seriously delayed and/or impaired.

### Authorities and References

This Safe Schools Plan is based on federal and state law, as well as the District's adopted policy and administrative regulations.<sup>2</sup>

### Plan Implementation

This Safe Schools Plan will be:

- Initiated by the superintendent, site administrator or designee when conditions exist which warrant its execution.
- Implemented by all staff that will remain at school and perform those duties as assigned until released by the site administrator.
- Reviewed at least annually.<sup>3</sup>
- To fully implement this plan each school shall have:
  - A working PA system available in all rooms and areas with students and staff
  - Rooms that are lockable from the inside
  - Drapes or other covering for all windows
  - Telephones in all rooms for communication purposes

<sup>2</sup> Section VII, Authorities and References, pg. 89

<sup>3</sup> Ibid

## 2. Planning

### A. Hazard Assessment

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

### B. Staff Orientation/Training

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

Emergency Preparedness Week will be held no later than the second week of school. During this time each drill will be practiced and evaluated for effectiveness.<sup>4</sup>

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

### C. Drills

In accordance with state law:

- Fire drills will be conducted on a monthly basis.<sup>5</sup>
- An earthquake "Drop, Cover and Hold On" drill will be held each quarter. for elementary schools and once each semester for secondary schools.<sup>6</sup>
- Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year.<sup>7</sup>
- All students and staff will participate in these mandated drills.
- Substitutes and volunteers will be instructed by staff on drill procedures, including location of the emergency binder containing a current student roster.
- All drills will be recorded on the Emergency Drills form.<sup>8</sup>

### D. Evacuation Routes and Emergency Signals & Procedures

The site administrator is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

Emergency signals & procedures will be posted in each classroom, library and office. Each classroom will have an emergency binder containing:

- A summary of emergency procedures.
- Current class roster. High schools will have a roster for each period

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<sup>4</sup> Section IV, pg. 53

<sup>5</sup> Code of Regulations, Title 5, 550

<sup>6</sup> EC 35297

<sup>7</sup> Section 560, Title V, California Administrative Code

<sup>8</sup> Section VI, Form D, pg. 79

- of the school day.
- "Pick-up" information for each student.
- Emergency phone/cell numbers in case of separation from the main group.

#### **E. Emergency Signals:**

- Fire ..... Fire drill bell
- Earthquake drill..... Air horn or PA announcement for drill
- Secure Building ..... PA announcement or three short bells
- Return to building ..... Short whistle blasts or PA announcement
- All Clear ..... One long bell, or PA announcement

In the event the PA or bells are not working, runners will be used to inform staff and students.

#### **F. Parent Communication/Responsibility**

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

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child at a pre-designated place in the event of an emergency. (School campus pickup may be inappropriate in some emergencies.)

#### **G. Supplies and Equipment**

Disaster supplies and equipment are maintained at each site as follows:

- First aid kits and other search and rescue supplies which may be needed during the first few hours following an emergency located in each school office.
- Tools for shutting off the utilities at each shut-off location.

#### **H. Emergency File**

An Emergency File containing Student Release information for all students and blank Student Release-Permission Slips will be maintained in the school office marked "EMERGENCY FILE", and will be taken by the school secretary whenever the school building is evacuated.<sup>9</sup>

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<sup>9</sup> Section VI, Form K, pg. 88.



### 3. Communications

#### Phones

- During an emergency, telephones and cell phones will only be used to safely report emergency conditions or to request emergency assistance.
- In the event that telephone and/or electrical service is interrupted or it is unsafe to use a cell phone, other means must be relied upon to relay information. Runners will be utilized within the school building and on school grounds.

#### Public

It is the responsibility of the superintendent to disseminate information to the public.

Site administrator or designee will:

- Notify the district/county office of the school's status/needs.
- Designate staff member(s) to monitor all communications.

Parents will be notified of an emergency and where to go to receive information using the "Emergency Phone Notification System". Each school will also have a "emergency phone tree" plan for parent notification in the event the Emergency Phone Notification System is not working. Parents/staff will be reminded during the Emergency Preparedness Week to have a land line phone for emergency use.

#### Communications in the Event of a School Site Lockdown

When deemed appropriate by the superintendent or designee, the following communications will take place to the greater school community:

- On the Sierra-Plumas Joint Unified School District website, an update of the situation with possible directives for parents will be posted under "Alerts and Announcements". An entry on the District's "Facebook" page with the same information will also be posted.
- An all-call phone message will be generated to the entire school community addressing the status of the lockdown and directives for parents in what course of action the school desires parents to take.
- If time permits before students are excused, a letter will be drafted by the superintendent or site principal and sent home with each student addressing the situation and the district's response.
- If necessary, all resources with local law enforcement and their communication protocols will also be utilized.

## Emergency Actions

When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others.

The following Emergency Actions are detailed in Section II, EMERGENCY ACTIONS. Each staff member must become familiar with each Emergency Action and be prepared to do assigned responsibilities.

All students are to be taught and to practice what their actions are when the following Emergency Actions are implemented:

1. Leave Building
2. Stand-By Lockdown
3. Secure Building/Shelter in Place
4. Evacuation/Directed Transportation
5. Duck, Cover, and Hold On
6. Return to Building
7. All Clear
8. Convert Building

This Safety Plan establishes procedures to be followed which will nullify or minimize the effects of the sixteen emergencies listed below and covered in Section 3. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this Plan are:

- Bomb Threat
- Hazardous Materials
- Civil Disobedience
- Earthquake
- Explosion and/or Threat of Explosion
- Fire
- Broken water/sewer mains/Flood
- Irrational Behavior
- Loss of Utilities
- Personal Emergencies
- Rabid Animal/Animal Disturbance
- Severe Weather
- Weapons Fired
- Medical Emergency (epidemic)
- Threat Condition Red/War
- Medical/Health emergency

***See Section III for detailed information for each emergency.***

## 4. Responsibilities

### A. Site administrator or Designee

- Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan.
- Good judgment, based upon the facts available in any emergency situation, is of paramount importance.
- This Plan should not be considered as a restriction to judgmental prerogatives.
- Assign school personnel to emergency committees as deemed necessary. Personnel may have duties in addition to those listed below.
- Establish and contact the County/District office at (530) 993-1660 and if severe crisis Sierra County Office of Emergency Services at (530) 289-2850.

### B. Office Staff

- Provide assistance to site administrator by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.

### C. Teachers

- Responsible for the supervision of students in their charge.
- Direct evacuation of students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders.
- Give “**Duck, Cover and Hold On**” command during an earthquake or in a surprise attack.
- Take roll when class relocates in an outside or inside assembly area or at another location.
- Report missing students to site administrator.
- Send students in need of first aid to school nurse or person trained in first aid. Acquire first aid for those unable to be moved.

### D. Instructional Assistants/Aides

- Assist teacher.

### E. Custodians/Maintenance Personnel

- Examine buildings and plant for damage, provide damage control.
- Keep site administrator informed of condition of school.
- Assist as directed by the site administrator.

### F. Bus Drivers

- Supervise the care of children if disaster occurs while children are in bus.<sup>10</sup>
- Transfer students to new location when directed.

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<sup>10</sup> Section V, Page 62

- Assist custodian in damage control.
- Transport individuals in need of medical attention.

**G. Nurses/Health Assistants**

- Administer first aid.
- Supervise administration of first aid by those trained in it.
- Organize first aid and medical supplies.

**H. All Other Employees**

- Report to site administrator for directions.

## 5. General Crisis Management Plan

### **A. Site administrator, or in their absence, the teacher-in-charge, will take charge immediately:**

- Notify the District/County Office, 530-993-1660, Ext 100, 150, or 151.  
(Superintendent Cell 530-771-7926)  
(Business Manager Cell 530-414-6318)
- Provide immediate, accurate information about the incident to staff, students, parents, and other district staff.
- Coordinate with the police, fire department and EMTs as necessary.
- Assign roles.

### **B. Secretary:**

- Supervise front activities.
- Account for students, injuries, absences, etc.
- Have ready map of school and accountability report, and school roster for each class.

### **C. Instructional Aides/Classified employees**

- Supervise grounds.
- Notify and assist teachers in implementing plan.
- Assist site administrator in checking out all rooms in case of evacuation order.

The Emergency Teams will include:

- Emergency Operations/Command Team
  - Site administrator and front office staff
- Search and Rescue Team
  - Aides and classified staff
- First Aid Team
  - Designated staff
- Student Supervision
  - Teaching staff and aides when available
- Accounting
  - All teaching staff
- Parental Assistance/Information
  - Site administrator will designate staff
- Building Security
  - Maintenance/Custodian
- Crisis Intervention
  - Counselor/Sierra County Health or Social Services

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

## 6. Team Responsibilities

### A. Search and Rescue Team (All aides)

- Obtain any equipment, supplies, or instructions to help in the search. (Emergency two way radios are available at the District Office.)
- Always work with a partner.
- Search designated area to find injured and/or missing persons. Pay close attention to restrooms, office, classrooms, storage areas.
  - a) Explore each room visually, vocally, and physically.
  - b) Look, call out for replies and actively search.
- Have one team member stay with an injured person while the other reports to the first aid team.
- Report any damage noticed.
- Mark unsafe areas.
- Report information to the command center (front office).
- Assist any team that needs help.

### B. First Aid Team (Site administrator will designate)

- Obtain equipment, supplies, and instructions to begin responsibilities.
- Meet at the first aid station (the office).
- Always work with a partner if you leave the station.
- Communicate with search and rescue team. If necessary go to the team to assist with an injured person.
- Provide first aid for each victim.
- Document all victims removed from the site for medical care.<sup>11</sup>

### C. Accounting Team (All Teachers)

- Interpret meaning of warning signal or recognize the signs such as earth tremors.
- Give command to students. E.g. Drop, Cover (under desk, table, door entry), Hold On, wait for instructions to leave the building–given by teacher, or prearranged signal.
- Determine if anyone is injured.
- Give first aid if necessary.
- Cooperate with teachers near you in student assembly area.
- Evacuate building when directed and go to your designated fire drill position, or to bus staging area if so directed. Take emergency Binder, take roll, and fill out an emergency status report if necessary. Give to an administrator/designee.
- All staff will walk with their class to assigned area in the student assembly area.
- Supervise and reassure students throughout emergency.
- Accompany students if they are evacuated and assist in signing them out to parents or other designated person.

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<sup>11</sup> Section VI, Form E, pg. 79

## **Section II – Emergency Actions**

1. Leave Building
2. Stand-By Lockdown
3. Secure Building/Shelter in Place
4. Evacuation/Directed Transportation
5. Duck, Cover, and Hold On
6. Return to Building
7. All Clear
8. Convert Building

## 1. Leave Building

### A. Announcement

- Fire alarm (bell).
- Provided time is available, make an announcement in person directly or over the public-address system which will indicate the nature of the emergency event.
- Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

### B. Description

- The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.
- This action should be followed by another action or a return to school buildings and normal class routine.
  - a) All clear signal ..... one long bell.
- Use Emergency Phone Notification System when appropriate.
- Site administrator and designees will check every room in building to be certain no students remain. Communication via 2-way, walkie-talkie.

### C. When Used

- This action is considered appropriate for, but is not limited to, the following:
  - a) Fire
  - b) Bomb threat
  - c) Chemical accident
  - d) Explosion or threat of explosion
  - e) Post earthquake
  - f) Other similar occurrences which might make the school buildings unsafe.



## 2. Stand-By Lockdown

### A. Announcement

- An announcement in person directly or over the public address system.  
*Example: "Your attention please. **STANDBY.** (Pause) **STAND BY.** (Pause) **Additional information to follow.**"*
- Use messengers with oral or written word as an alternate means of faculty notification.

The situation isn't critical enough to warrant the disruption of teaching but is serious enough to not want students outside or unsupervised. All students and staff are instructed to remain in their designated room with the door locked.

### B. Description

- If outside, teachers are to return students to their classrooms.
- If inside, teachers will hold students in classrooms pending receipt of further instructions.
- This action must be followed by another action or a return to normal school activities.
  - a) All clear signal ..... one long bell.

### C. When Used

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

### 3. Secure Building/Shelter in Place

#### A. Announcement

- An announcement in person directly or over the public address system.  
*Example: "Your attention please. (Pause), **SECURE BUILDING, or INTRUDER.** (Pause) **SECURE BUILDING.***
- Teachers should initiate this action anytime they hear extremely violent behavior, i.e., shots, etc., outside their classroom.
- Use messengers with oral or written word as an alternate means of staff notification when safe to do so.
- Students outside classrooms will walk to the nearest rooms quickly on hearing three blasts of whistle.

#### B. Description

- Teachers and other staff members are to immediately lock doors and have students lie on the floor.
- While students are getting on floor, close any shades and/or blinds if it appears safe to do so.
- Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.
- During an activity period, or outside, students should take shelter in a building if possible; otherwise, run in a zig-zag pattern to shelter, cover and hide until the all clear signal.
- If a student were in the halls or bathrooms, remain inside until found by staff or hear the all clear signal.
- If any students anywhere on campus hear gunshots they are to remain inside until found by staff or hear the all clear signal.
- Not in classroom: go to closest room, take cover. Help secure the room and then take cover, remain silent until the all clear signal. People will be checking the doors, so do not respond to any attempts to open doors.
- If necessary, tape bottom of doors, and vents. (chemical spill)
- Use Emergency Phone Notification System for parents as soon as possible.

#### C. When Used

- This action is considered appropriate for, but not limited to, the following:
  - a) Extreme Violence
  - b) Gunfire
  - c) Violent intruder
  - d) Animal on campus
  - e) Chemical spill
  - f) Threat of explosion

## 4. Evacuation/Directed Transportation

### A. Evacuation

- Announcement
  - a) Fire bell or PA notification.
  - b) Use messengers with oral or written word as an alternate means of staff notification.
- Description
  - a) Students and teacher evacuate building using posted route. Teacher takes Emergency Binder.
  - b) Close all windows and doors.
  - c) Teacher takes roll and reports any missing students.
- When Used
  - a) Fire or threat of fire
  - b) Bomb threat
  - c) Threat of explosion if time to evacuate. If not, Duck, Cover and Hold On

### B. Directed Transportation

- Announcement
  - a) Use PA system to move students to bus staging area. Or follow regular fire evacuation procedures and wait further information.
- Description
  - a) Students evacuate to bus staging area to board buses.
  - b) Teacher: Take emergency binder.
- When Used
  - a) Students need to be transported to another site.
  - b) After a school lock down, in order for their parents to pick them up or to be transported home.
  - c) To remove students from hazardous materials.
  - d) To re-route buses due to road hazards.
  - e) For non-school emergency use this action will be initiated only by action of the Superintendent and/or upon the direction of Sierra County Office of Emergency Services.
  - f) It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

## 5. Duck, Cover, and Hold On

### A. Announcement

- An oral command to **"Duck, Cover and Hold On"** (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

### B. Description

- When inside
  - a) Upon the command **"Duck, Cover and Hold On"**, students and staff should immediately drop to the floor, get under their desk and hold on. Desks should be arranged so that they do not face windows. Teacher will close curtains.
- When outside
  - a) Upon the command **"Duck, Cover and Hold On"**, students and staff should immediately move away from buildings and other objects which might topple over.
- Use Emergency Telephone Notification System if appropriate.

### C. When Used

- This action is appropriate for:
  - a) Earthquake
  - b) Explosion
  - c) Surprise Attack
  - d) Intruder
- Earthquake
  - a) Earthquake drill will be announced with an air horn. Students will immediately "Duck, Cover, and Hold On" away from windows, under desks, tables.
  - b) Evacuate building when the "All Clear" signal sounds. (one long bell.) Follow procedures for Evacuation/Fire.

## 6. Return to Building

### A. Announcement

- Teachers on duty will blow three short blasts on their whistle.

### B. When Used

- This action is to be taken when students are outdoors and a crisis requires that they immediately return to the building.
  - a) Dangerous animal on campus
  - b) Intruder
  - c) Lightning

## 7. All Clear

### A. Announcement

- In person directly or over PA system. May also be one long bell.

### B. Description

- This action signifies the end of the action that had been initiated.
- Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.
- Use Emergency Telephone Notification System if appropriate.

### C. When Used

- This action is used as the final action to conclude:
  - a) Duck, Cover and Hold On
  - b) Leave Building
  - c) Secure Building
  - d) Stand-By
  - e) Take Cover

## 8. Convert School

### A. Description

- During School Hours
  - a) Dismissal for all classes, followed by action to go home, or if the situation dictates, hold students at school for temporary care.
  - b) Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center. (Congregate Care Center is operated by officials of the Department of Health and Human Services or the American Red Cross.)
  - c) This action will normally be preceded by one or more of the other Emergency Actions.
- Other than School Hours
  - a) Alerting school employees.
  - b) Suspension of scheduled classes. Use Emergency Telephone Notification System. Notify District Office for assistance by other means.
  - c) Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center.
  - d) When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

### B. When Used

- This action will be initiated only by action of the Superintendent and/or upon the direction of officials from the Sierra County Office of Emergency Management, Department of Health and Human Services or upon the request of the American Red Cross.
- It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

## **Section III – Emergency Procedures**

1. Preface
2. Fire
3. Flood
4. Earthquake
5. Loss of Utilities and/or Sewer Problems
6. Severe Weather
7. Weapons Fired
8. Hazardous Materials
9. Irrational Behavior
10. Personal Emergencies
11. Rabid Animal/Animal Disturbance
12. Bomb Threat
13. Civil Disobedience/Student Disorder
14. Stranger or Intruder on Campus
15. Explosion/Threat of Explosion
16. Threat Condition Red/War
17. Health/Medical Emergency
18. Special Education Adaptations

## 1. Preface

Staff awareness and knowledge of what to do in the following emergencies is vital for the safety of all on our campuses.

Therefore, the following methods will be used for dissemination of information about procedures:

- Staff handbook and discussion at staff meeting.
- Substitute folders.
- Drill during Emergency Preparedness Week and additionally as required by law. It is recommended that law enforcement be present for the drill to help monitor and improve performance.

It is recommended that students should be aware in advance that there will be severe consequences for failure to cooperate with administration or staff during an emergency or drill.

In emergencies, the administrator or designee is in charge. Some duties are pre-designated, and some will be assigned as needed. See Team Responsibilities.<sup>12</sup>

During Level 3 emergencies, the Sierra County Office of Emergency Services will be the lead agency, coordinating needed services.

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<sup>12</sup> Section I, pg. 11.



## 2. Fire

### LEVEL 2 OR 3 EMERGENCY

#### A. Within School Buildings

Site administrator or designee will:

- a) Immediately initiate action **LEAVE BUILDING/ Evacuate**. Fire bell (three short bells – consistently rung).
- b) Pull fire alarm.
- c) Call 9-1-1.
- d) Organize a fight of incipient fires until arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.)
- e) Ensure that access roads are kept open for emergency vehicles.
- f) Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
- g) Notify the superintendent.
- h) Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

Teachers will:

- i) Take emergency binder, close doors and windows if time.
- j) Take roll after proceeding along designated evacuation route.
- k) Report missing students to site administrator designee outside. Those not found will be reported to Fire and Law Enforcement Officials.
- l) Do not release students to anyone but their parents or the student's emergency person.

#### B. Fire Near School

- Site administrator will determine the need to implement any action. If the answer is "no", continue with school routine.
- Notify appropriate Fire Department to be sure alarm has been given.
- If the fire threatens the school, the site administrator will execute those actions under "Within School Buildings" above.

### 3. Flood

#### LEVEL 1 EMERGENCY

None of the SPJUSD schools are in a flood zone. However, there will be times when transportation of students to their homes may be through flood prone areas.

##### **A. Within School Buildings** (such as broken water mains, or sewer or floods that may prevent building occupation.)

1. The extent of the crisis will dictate the course of action to be taken. Depending on the situation, the Site administrator may find it necessary to initiate one or more of the following Emergency Actions and procedures:
  - a) Action **STAND-BY**, followed by
  - b) Action **LEAVE BUILDING**, or
  - c) Action **DIRECTED TRANSPORTATION**, or
  - d) On official request, action **CONVERT SCHOOL** for emergency evacuations.
2. Sound the appropriate warning signal.
3. Maintain communication with County Emergency Services for information updates.
4. Supervise the execution of the action decided upon.
5. The site administrator will notify the Superintendent of action taken.

##### **B. Roads Flooded Affecting Transportation**

1. Action **STAND-BY**, followed by
  - Construct Alternate Route by authorization of Superintendent
  - Place Emergency Phone Notification System to bus students effected.
2. Action **DIRECTED TRANSPORTATION**

## 4. Earthquake

### LEVEL 1 OR LEVEL 2 EMERGENCY

#### A. When Students are Inside the School

1. Action **DUCK, COVER AND HOLD ON** upon an indication of an earthquake and at teacher's command. Teacher will try to close curtains if inside.
2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures. (The same applies to other staff members.)
3. When the earthquake is over, Site administrator or designee will initiate action **LEAVE BUILDING/EVACUATE BUILDING**.
4. Teachers will take their emergency binders as class leaves following designated evacuation route or alternate route if first is hazardous or blocked.
5. The earthquake safety team (custodians/maintenance) will:
  - a) Post guards a safe distance away from building entrances to see that no one re-enters the buildings.
  - b) Warn all personnel to avoid touching electrical wires which may have fallen to the ground.
  - c) Notify the superintendent.
  - d) Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
  - e) Inspect school buildings. When damage is apparent, contact superintendent and determine the advisability of closing the school.
  - f) Initiate any other action deemed necessary, or return to normal routine.

#### B. When Students are Outside the School

1. Give command to students and any visitors around you to move away from buildings, trees, large structures and exposed wires.
2. Keep everyone together and ensure that no one leaves your group.
3. Wait for further instruction at a safe distance from buildings, trees, large structures and exposed wires. Do not re-enter the building without the authority of the superintendent or County or State emergency personnel.

#### C. At Times Other Than School Hours

Site administrator will:

- Have fire marshal or other experts inspect school buildings. When damage is apparent, contact the superintendent and determine the advisability of closing the school.
- If school must be closed, notify staff members and students.
- Notify the District Office who will inform public media as appropriate.

## 5. Loss of Utilities and/or Sewer Problems

### A. Advanced Warning

1. During School Hours
  - a) Advance notice may be received from utility companies regarding loss of service. In many cases, these losses of service will be of short duration and require no special action other than notifying staff of the pending interruption of service.
  - b) Make announcement in person directly or over public address system.
  - c) Use messengers with oral or written word as an alternate means of faculty notification.
2. Other Than School Hours
  - a) If disruption in service will severely hamper school operation, students and staff should be notified by the Emergency Phone Notification System.
  - b) District Office will also assist in notification process by other means.

### B. Sudden Interruption

1. During School Hours
  - a) Determine length of time service will be interrupted.
  - b) Notify School District Office of loss of service.
  - c) If site administrator decides it is necessary, students will be dismissed. Busses will be called and parents notified using the Emergency Phone Notification System.

## 6. Severe Weather

### LEVEL 1 EMERGENCY

#### A. Wind:

1. With Warning
  - a) *Site administrator or designee will:*
    - Initiate action, **STAND-BY.**
    - Take appropriate actions to safeguard school property.
2. With Little or No Warning
  - a) *Teachers will:*
    - Initiate action **DUCK, COVER, & HOLD ON**
    - Ensure that all windows and blinds are closed.
    - Evacuate classrooms bearing the full force of the wind to inside rooms.
    - Do not allow structures with large, open roof spans to be used as shelter.
  - b) *Site administrator or designee will:*
    - Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
    - Notify the superintendent.
    - Upon passage of the storm initiate any other appropriate action, or return to normal routine.

#### B. Lightning:

1. Fundamental Principles
  - a) No place outside is safe with thunderstorms within six miles.
  - b) Schedule indoor activities to avoid lightning.
  - c) '30-30 Rule' (If 30 sec between lightning and thunder, go inside. While inside, stay away from corded telephones, electrical appliances and wiring, and plumbing. Stay inside until 30 min after last thunder.)
  - d) Avoid dangerous locations/activities. (Elevated places, open areas, tall isolated objects, water activities.)
  - e) If on a school trip, teacher will signal students return to buses at first sign of lightening. Remain seated with hands in laps, as far from windows as possible.
  - f) Do **NOT** go under trees to keep dry in thunderstorms!
  - g) Lightning Crouch. (desperate last resort)
  - h) First Aid: Call 9-1-1. CPR or rescue breathing, as appropriate.
2. Lightning Crouch
  - a) USE THIS AS A DESPERATE LAST RESORT ONLY! Remember, no place outside is safe with lightning in the area. If you are outside far away from proper shelter and lightning threatens, proceed to the safest location. If lightning is imminent, it will sometimes give a few seconds of warning. Sometimes your hair will stand upright,

your skin will tingle, light metal objects will vibrate, or you'll hear a crackling static-like a "kee-kee" sound. If this happens and you're in a group:

- Spread out so there are several body lengths between each person. If one person is struck, the others may not be hit and can give first aid.
- Once you've spread out, use the lightning crouch; put your feet together, squat down, tuck your head, and cover your ears.

b) When the immediate threat of lightning has passed, continue heading to the safest spot possible. Remember, this is a desperate last resort.

### 3. First-Aid

All deaths from lightning are from cardiac arrest or stopped breathing from the cardiac arrest.

Have someone call 9-1-1 for professional emergency medical care.

a) Start CPR or rescue breathing if the person has no pulse or no breathing, respectively.

## **7. Weapons Fired**

### **A. Report of Weapons Fired on Campus or Near School**

1. Students will immediately get on the floor. Action: Duck, Cover and Hold On
2. Close windows and curtains.
3. Notify police department using 9-1-1.
4. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
5. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
6. If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.
7. A suspect should be considered armed, unstable and extremely dangerous.
8. Have a special/pre-arranged all-clear signal when situation/school is safe/secure.

## 8. Hazardous Materials

### A. Procedures

1. If necessary, call 9-1-1.
2. The site administrator will determine which Emergency Action, if any, should be implemented. (The nature of the material and the nearness of the accident will be a deciding factor. Police, Fire, Public Health or Environmental Health Departments may order evacuation of the school.)
3. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
4. Determine the need to implement action **LEAVE BUILDING**. If the spill is outside, remain inside. If the spill is inside, go outside. Move crosswind to avoid fumes, never upwind or downwind.
5. Do Not light any fires during a chemical accident.
6. Any persons that are suspected of being contaminated with a substance that could be transferred to others should be isolated until public safety personnel carry out decontamination procedures.
7. If time is available, initiate action **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the chemical. Determine whether students should be sent home--if so, notify parents as per notification plan.
8. Notify the superintendent.
9. Teachers report names of missing students to office.<sup>13</sup> Those not found will be reported to Fire or Police officials, if forced by conditions to evacuate the school grounds.
10. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
11. Upon return to school, Custodians/Maintenance personnel must ensure that all classrooms are adequately aired.

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<sup>13</sup> Section VI, Form G, pg. 83



## 9. Irrational Behavior

### A. Student or Staff

1. Notify site administrator.
2. Administrator shall notify staff using "**STANDBY LOCKDOWN**" procedure.
3. Notify school psychologist at (530) 993-1660, ext. 170.
4. Isolate person from students.
5. Notify person's family.
6. Protect individual from injury.
7. Make arrangements for necessary care of individual.
8. Notify Law Enforcement if individual is endangering self or others.
9. Notify superintendent.

### B. Campus Visitor

1. Notify site administrator.
2. Administrator shall notify staff using "**STANDBY LOCKDOWN**" procedure.
3. Isolate person from students.
4. Site administrator or designee will request person to leave campus, if possible. Remain calm, talk in soft non-threatening manner, void hostile-type actions, except in cases when necessary to safeguard person or property.
5. Notify appropriate Law Enforcement Agency, if necessary.
6. Notify superintendent.

## **10. Personal Emergencies**

### **A. Student, Staff or Visitor**

1. Notify site administrator, call 9-1-1.
2. Provide privacy for the person.
3. Provide appropriate first aid.

### **B. Problems affecting the whole school** (e.g. student accident, death, or other emergency)

1. Notify the Superintendent
2. Notify all faculty members of the details of the crisis as they are currently known and keep them updated on details. If a crisis takes place at night or over the weekend, this notification would go out as soon as possible prior to the start of the next school day.
3. Notify the school's parent organization so that they can be involved during the resolution and follow-up phases.
4. Request assistance from other schools to ensure adequate personnel to deal with the situation.
5. Encourage students to express their feelings regarding the crisis.
6. Notify the parents of severely affected students to prepare them for their child's arrival home.
7. Provide a "roaming" substitute teacher who can cover for a teacher who is too upset to carry out their duties. Make a counselor available to faculty and staff.
8. Each school will handle in an appropriate manner, using counselors or Sierra County Mental Health personnel.

## 11. Rabid Animal/Animal Disturbance

### LEVEL 1 EMERGENCY

#### A. Procedures

1. The first consideration is the safety of the pupils and personnel.
2. Isolate the pupils from the animal.
  - a) If **animal is outside**, keep pupils inside. Teachers will lock doors to the outside.
  - b) If **students and animal are outside**, have students walk, NOT RUN, to the nearest entrance.  
 Action: **RETURN TO BUILDING**  
 Three short whistle blasts signal students to walk quickly to building.
  - c) If **animal is inside**, keep pupils outside or in some other sheltered area.
  - d) If **students and animal are inside**, have students walk, NOT RUN, to the nearest exit or classroom, whichever is closest and away from animal.  
 Action: **LEAVE BUILDING**  
 Fire alarm bell signals students to leave building.
3. Call law enforcement or fire department.
4. If animal injures someone, site administrator or designee shall call the parent, guardian or emergency contact and the Sierra County Sheriff.

## 12. Bomb Threat

### LEVEL 2 EMERGENCY

**LOW LEVEL THREAT** – The probable motive is to cause disruption: The Subject is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly.

### LEVEL 3 EMERGENCY

**MEDIUM LEVEL THREAT** – The Subject gives details such as the size, location or type of bomb. The Subject stays on the line longer and states a motive for the bomb.

**HIGH LEVEL THREAT** – The Subject is very detailed and describes the type, power, location or time of detonation. The Subject stays on the line longer or makes multiple calls. The Subject may exhibit advanced knowledge of bombs. In addition, the Subject may make demands such as publicity, money, etc.

#### ***A. If threat by telephone comes directly to a school:***

- **Person receiving call should:**
  - USE ONLY LANDLINE PHONES
  - TURN OFF YOUR CELL PHONE (Utilize “runners” to communicate)
  - SHUT OFF ALL TWO WAY RADIOS, PAGERS
  1. Stay calm.
  2. Do not hang up or put the caller on hold.
  3. **Listen** – Do not interrupt caller.
  4. Alert someone else by prearranged signal so they can:
    - (a) Get on an extension (**landline only**), call **9-1-1** and notify the operator, **"This is \_\_\_\_\_ from (name of school). We are receiving a bomb threat on another line. The number of that line is \_\_\_\_\_. Please trace the call."**
  5. Use Bomb Threat Form for guidance in dealing with caller.
  6. Attempt to **keep the caller on the telephone** as long as possible.
  7. Ask permission to repeat any instructions to make sure they were understood.
  8. Notify Site Coordinator immediately after completing the call.
  9. Try to determine if the caller is a student or an adult.
  10. Listen for any background noise.
- **Site Administrator Actions:**
  - USE ONLY LANDLINE PHONES
  - TURN OFF CELL PHONE (Utilize “runners” to communicate)
  - SHUT OFF ALL TWO WAY RADIOS, PAGERS
  1. Alert teachers to conduct a rapid visual scan of their areas for unidentified objects.
  2. **Remove students:** Issue **Leave Building** command on the PA

system or by messenger. Students will remain out of range until receiving the All Clear signal.

3. Notify the Superintendent's office. (530) 993-1660 Ext 110
4. The site administrator and designee will canvass building to determine that no students or personnel remain in building
5. The site administrator will call the fire department or police, if, in his/ her opinion, it is warranted. **Wait for Law Enforcement to begin search.**
- 6.
7. Resume school after the building(s) have been inspected and determined safe by proper authorities.
8. Do not publicize the threat any more than necessary.
9. Individual receiving call should complete the Bomb Threat Report,<sup>14</sup> as soon as possible.

- **Teacher Actions:**

- USE ONLY LANDLINE PHONES
  - TURN OFF CELL PHONE AND INSTRUCT
  - STUDENTS TO TURN OFF CELL PHONES (Utilize "runners" to communicate)
  - SHUT OFF ALL TWO WAY RADIOS
1. Conduct a rapid visual scan of work area. Do not touch any suspicious items.
  2. Collect the SAFETY BINDER.
  3. Ensure that the handicapped receive assistance in evacuating.
  4. Calmly instruct students to walk to the assigned area, usually 300 feet from the building
  5. Do not allow anyone to run or rush the hallways or exits
  6. Once safe, take attendance and report search results and student count to your administrator
  7. Wait with students until the search for the bomb has been conducted
  8. Do not re-enter the building until the all clear signal is given
  9. In times of severe weather or a prolonged search, students may be moved to pre-arranged locations, for example elementary students moved to the high school and vice versa.
  10. Account for all students.

**B. If notified of call through police/sheriff department**

1. Implement action **LEAVE BUILDING. (Section II-1)**
2. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
3. Notify the Superintendent's office.
4. Resume school after the building(s) have been inspected and determined safe by proper authorities.
5. Do not publicize the threat any more than necessary.
6. Individual receiving call should complete the Bomb Threat Report,<sup>15</sup> as

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<sup>14</sup> Section VI, Form B, pg. 76

<sup>15</sup> Section VI, Form B, pg. 76

soon as possible.

**C. If a threat is received on district phones other than at a school**

- USE ONLY LANDLINE PHONES
  - TURN OFF YOUR CELL PHONE (Utilize "runners" to communicate)
  - SHUT OFF ALL TWO WAY RADIOS, PAGERS
1. Stay calm. Do not hang up or put the caller on hold.
  2. **Listen** – Do not interrupt caller.
  3. Use Bomb Threat Form for guidance in dealing with caller.
  4. Attempt to **keep the caller on the telephone** as long as possible.
  5. Ask permission to repeat any instructions to make sure they were understood.
  6. Listen for any background noise.
  7. Alert someone else by prearranged signal so they can:
    - (a) Get on an extension (**landline only**), call **9-1-1** and notify the operator, "**This is (name of caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is \_\_\_\_\_. Please trace the call.**"
  8. Notify Site Coordinator immediately after completing the call.
  9. Try to determine if the caller is a student or an adult.
  10. Notify school concerned.
  11. Implement action **LEAVE BUILDING (Section II-1)** at affected site.
  12. Notify the Superintendent's office. (530) 993-1660 Ext 110
  13. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
  14. Ensure that 9-1-1 has been called.
  - 15.
  16. Resume school after the building(s) have been inspected and determined safe by proper authorities.
  17. Do not publicize the threat any more than necessary.
  18. Individual receiving call should complete the Bomb Threat Report,<sup>16</sup> as soon as possible.

**D. If a written threat is received**

1. Handle document as little as possible & place in another larger envelope.
2. Call 9-1-1 to report the threat.
3. If threat is immediate or indefinite, implement action **LEAVE BUILDING** then enact the following procedures.
4. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
5. Notify the Superintendent's office.
6. Resume school after the building(s) have been inspected and determined safe by proper authorities.
7. Do not publicize the threat any more than necessary.

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<sup>16</sup> Ibid

8. Individual receiving threat should complete the Bomb Threat Report,<sup>17</sup> as soon as possible.

### 13. Civil Disobedience/Student Disorder

#### LEVEL 2 EMERGENCY

Civil disobedience is defined as any assemblage, including terrorists, on the school premises by unauthorized persons whose purpose and conduct is antagonistic with the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

##### A. Procedure

1. Implement action **Secure Building**.  
The major purpose is to keep school personnel and students from undue exposure to danger; therefore; every effort will be made to keep classes within their rooms.
2. Site administrator or designee will notify 9-1-1 of situation and request assistance and notify teachers of reason for action.
3. Upon the receipt of an alert, the custodians will proceed to lock and secure all exterior doors, including restrooms, and remove trash containers and other burnable items from public access.
4. Teachers and custodians will be directed to lock and close their classroom doors.
5. Notify School District Office of situation.
6. Upon command from the authority in charge, all faculty members will keep their students within their locked classrooms until further notice **regardless** of the bells and schedule.
7. The teacher must remain in charge utilizing the best judgment in occupying the students within the classroom.
8. Darkening drapes and blinds should be closed in rooms so equipped.
9. Any other precautions should be taken to protect students and personnel from flying glass should the windows be broken.
10. When there is any evidence of a potential problem, classes outside will immediately return to locker rooms/classrooms, etc.
11. Should a disturbance enter the building itself, the secretarial staff should be prepared to move into the site administrator's office. When possible, phones should be adjusted to feed into those areas.
12. Accurate record of events, conversations and actions, should be kept.
13. Assign staff members to assist administration or other staff as necessary.
14. Authority in charge should proceed in good judgment on basis of police or other legal advice, in taking action to eliminate the situation.

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<sup>17</sup> Section VI, Form B, pg. 76

## 14. Stranger or Intruder on Campus

### A. Signage

1. All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots.<sup>18</sup> The following statement should be used on signage:

*"All visitors entering school grounds on school days between (school hours) must register at the main office. Failure to do so may constitute a misdemeanor. California Penal Code 627.2. "*

### B. Procedure

#### \*\*\*\*Use ALICE Procedures/Training as implemented in 2018\*\*\*\*

1. The signal will be given over the intercom, or other warning device, that there is now in effect a **STAND-BY** or **SECURE BUILDING**.
  - a) Where there are no bells or PA systems, site administrators and/or designee will act as runners to notify staff of **LOCK-DOWN**.
2. As soon as a decision is made to lock down the school, administration will notify law enforcement using 9-1-1.
3. If students are in class at the time of the signal,
  - a) Staff will:
    - Explain that there is an emergency;
    - Lock the classroom doors;
    - Have students lie on the floor;
    - Close blinds and take any possible precautions to protect others from possible broken glass; and,
    - Remain locked in offices until advised to move personally by administration or public safety officer or an *all clear* signal.
  - b) Site administrator will:
    - Act with custodians to check locks on all exterior doors and classroom doors, and if possible, gates to school grounds to keep outsiders out until problem is resolved;
    - Designate a person to coordinate with public safety personnel at their command post; and,
    - Make sure that a site map and key set are available to safety personnel.
    - Be available to deal with the media/press and bystanders to keep site clear of visitors.
    - Notify parents of where to go to receive news, and their students when crisis is over.
4. If students are not in class at the time of the signal,
  - a) Teachers will:
    - Assist administration in moving students into the nearest safe building available;
    - Lock doors of room if possible. If lock is on the outside of the door, rubber door stops can be placed behind doors to secure;

<sup>18</sup> California Penal Code Title 15, Chapter 1.1 § 627



- Remain with students to maintain order;
- Keep students in a safe area until advised by administration or public safety personnel to move or that there is an all clear signal; and,
- Avoid, if possible, large open areas such as the library, gym, lawns or parking lots.

**5. All-Clear signal will**

- a) Be given after consultation with the senior public safety officer on the scene; and/or
- b) Be a personal notification by the senior administrator. Staff is not to act upon bells or PA messages without this personal notification.

**Stranger or Intruder In The School Or District Office**

In the case of a dangerous or extremely hostile person in the office:

- a. All uninvolved staff should leave the office and move to a safe location and call 9-1-1.
- b. Adult runners should go to each classroom (out of view of the office) to announce the SECURE AND HOLD action.

## 15. Explosion/Threat of Explosion

### A. Explosion

1. Personally execute action **DUCK, COVER AND HOLD ON** upon the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate action **LEAVE BUILDING**.
3. Pull the fire alarm.
4. Call 9-1-1.
5. If trained, organize a fight of fires until arrival of the Fire Department.
6. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.
7. Notify the appropriate utility company of breaks or suspected breaks in utility lines.
8. Notify the superintendent.
9. Do not allow the return of students or staff members to school buildings.
10. Initiate any other action deemed necessary because of the condition of the school, or return to normal routine.

### B. Threat of Explosion

1. Initiate action **LEAVE BUILDING**.
2. Execute those actions required under 4 through 10 above.

## 16. Threat Condition Red (Terrorist Attack)

### LEVEL 1 OR 2 OR 3 EMERGENCY

#### A. Homeland Security Advisory of a Threat Condition Red specific to your community.

##### 1. During School Hours

Initiate one of the following actions as appropriate for situation.  
Continue to monitor for more specific information.

a) Action: **Stand By**

b) If circumstances allow and there is time, move students to closest suitable shelter.

c) Action: **Directed Transportation**

d) If the above is not advisable, remain in building as place of shelter.

#### C. Attack Without Warning

##### 1. During School Hours

Depending on the location of the initial attack, staff will execute action **DUCK, COVER AND HOLD ON.**

#### D. Attack in other parts of the country

1. Our schools are far from metropolitan areas that may become targets. However, if attacks occur in other parts of the country, school will continue as usual. Staff will discuss with the students what is going on, to help alleviate stress.
2. If parents wish to pick up their children, or have a person with the necessary permission pick up their child, they may.
3. If attack is close enough that our buildings might be used for emergency shelters then: action **DIRECTED TRANSPORTATION** to send students home and action **CONVERT BUILDING.**
4. Notify parents to pick up non-bus students.

## 17. Health/Medical Emergency

Contagious diseases can have a profound impact on our schools and communities. Procedures need to be in place to help prevent and mitigate the effects diseases such as seasonal flu, and a flu epidemic or pandemic, or other infectious disease.

Season flu outbreaks happen in the fall and winter. Staff are urged to be vaccinated.

### A. Prevention

1. Every year review good hygiene habits with students.
  - a) Cover coughs.
  - b) Wash hands thoroughly for at least 20 seconds.
  - c) Stay home if ill.
  - d) Each class room should have a supply of waterless hand sanitizer for student and staff use.

### B. Mitigation

1. If an outbreak occurs:
  - a) Separate students as much as possible, i.e., move desks further apart, seat further apart at tables.
  - b) Send any sick children home immediately, or take other measures to isolate at school if parents unavailable.

Each school will conduct prevention activities every year during Emergency Preparedness Week to instruct students on these activities and the necessity for such.

### C. In the event of an epidemic or pandemic flu or other medical emergency:

1. The District/County Office will work directly with the Sierra County Health Department and the Sierra County Office of Emergency Services.
2. These agencies may:
  - a) Close the schools.
  - b) Use the facilities for emergency hospitals, child care, feeding facilities, or other uses as needed.

### D. At the first sign of an epidemic or worse, teachers will:

1. Closely monitor students for illness and report to the office.
2. Implement the mitigation strategies listed above.
3. Prepare emergency lessons that can be sent home with students in the event of school closure. These should be for at least 2 weeks. (Unless alternate continuing education means is available, such as posting assignments on the school web site.)

## **18. Special Education Adaptations**

When students with special needs are not with their general education classroom, the special education staff assigned to those students will escort the child to the general education teacher wherever they have assembled.

In the case that a child is more severely handicapped, an appropriate emergency plan will be written into the student's IEP to be followed by the special education staff.

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## **Section IV – Emergency Preparedness Week**

- Agenda for Emergency Preparedness Week
- EP Week
- EP Week Team Discussion Check List
- General Emergency Instructions
- Monday
- Tuesday & Wednesday
- Thursday & Friday

## **1. Agenda for Emergency Preparedness (EP) Week**

### **A. Prior to EP Week**

- All teachers are asked to review the Emergency Binder and make sure your evacuation map is posted and students know where to go. Everything you need to know is in the Binder
- All teams of teachers should review the procedures for EP Week found in the Binder. New teachers please ask the veterans any questions you may have. Make sure you have all the telephone numbers you need for the Staff Emergency Phone Call List in case the Emergency Phone Notification System doesn't work and that you know the order of calls and what to do if someone doesn't answer. If there is no answer, call Emergency contact for that student. You should also check to see where the alarms are located near your room and where the first aid kits are in your building (school office). You should also have an alternate evacuation route from your room.
- See that instructions for minimizing germs through proper hygiene and proper coughing and sneezing methods are posted throughout the school, as appropriate.

### **B. Notes**

- Please do not share the drill time schedule with your students.
- When making plans for a substitute, please note in your plans the location of the Emergency Binder. Request subs to familiarize themselves with it.
- The Emergency Binder will be placed near the door. You must take the book with you to any drills/emergencies.
- During drills held at breaks, students will either evacuate to field area or take cover in the gym/multipurpose room. Unless it's a terrorist drill, please go to the area where students are and help with supervision.



2. EP Week

- ❖ **Monday** ..... Orientation Day
  - Students should know all exit routes from each of their classrooms and where to meet. It's OK to practice taking cover and the evacuation routes.
  - All students should know appropriate responses to emergency bells and announcements.
  - Students should also know what to do during break times.
  
- ❖ **Tuesday** ..... Fire Drill and Good Hygiene
  
- ❖ **Wednesday** ..... Hazardous Substance/Attack
  
- ❖ **Thursday** ..... Earthquake
  
- ❖ **Friday**..... Civil Disturbance Drill/Bomb threat

### 3. EP Week Team Discussion Checklist

Every teacher should be familiar with our school's emergency plan found in our emergency Binder and the instructions for Emergency Preparedness Week. In addition, the following suggestions may be helpful.

#### A. Every teacher should know:

- The evacuation route and meeting place of his/her room, maps are posted, review them with your students. New teachers need to walk their routes and see the meeting places.
- The location of fire alarms on campus and specifically the two closest to his/her room.
- The location of fire extinguishers in his/her classroom.
- The location of the emergency binder in the classroom.
- The purpose of the Emergency phone cards. Please check to see that all phone numbers are current and correct.
- The procedure to contact the office by phone.
- The different codes for evacuation of a building or for getting into a building.
- An alternate route from his/her room in case there is a fire or structural damage to his/her room.

#### B. Discuss evacuation procedures

- Teachers are to take Emergency Binder, close door, stay with students going to meeting place, take roll, alert the administration if any students (who are not absent) are missing or injured, keep class together as orderly as possible, until the "all clear signal".
- If someone in your room shows a weapon, alert the office if you can. If possible, remove students from the room. If necessary/possible, dial 9-1-1. If there is some emergency situation on campus, follow procedures until relieved by police or fire department. You may need to make decisions covering topics not discussed here. Always keep the safety of your students as your top priority. Get help when possible and do your best to keep the students out of harm's way.

## 4. General Emergency Instructions

*Teachers, please share the following with your students on Monday in preparation for Emergency Preparedness Week. You may use this as a script or just a basis for sharing the information with your classes.*

This is the Sierra-Plumas Joint Unified School District "Emergency Preparedness Week." Every day this week you will be discussing and reviewing procedures for different types of emergencies.

Your teachers will tell you how to evacuate their rooms for fire or earthquake situations. You should know where the evacuation map is in each of your classrooms and where the evacuation areas are all over the campus. Look at each one and know where to go should you need to leave in an emergency. The evacuation signal is the fire alarm. Return to the building immediately is three short bells or whistle blows. The all clear signal is one long bell.

When leaving a room, stay with your teacher and go to your designated area in a quiet orderly way. Once there, your teacher will take attendance. If you notice a student is missing, notify your teacher who will then notify the site administrator or secretary. You are to remain with your class and not mingle or communicate with other classes so that if your teacher should need to give your further emergency directions, you will be able to hear and follow quickly. When the all clear signal is sounded, quietly return to class. Please return at your teacher's direction.

Should an earthquake occur, duck under your desk or a table, and cover your head to the best of your ability. Remain there until notified that you can move. If severe structural damage has happened to the building, your teacher may direct you to evacuate to your regular or alternate evacuation area. Remain there until the all clear signal or until notified.

If a teacher suddenly becomes incapacitated (falls, faints, becomes ill, etc.), a student needs to immediately call the office and report the emergency. A second student should go to the nearest teacher and seek help. All need to act calmly and quickly. These students need to be pre-selected with alternates.

Should a student become incapacitated in class or on the grounds, find an adult. If possible, another student should stay with the incapacitated student until help arrives.

Should a stranger intrude on the campus or some other terrorist event occurs, a warning over the intercom, or a messenger will signal students to stay in the classrooms. At this point, windows and doors should be closed and locked. If you're in class or a break, seek shelter in a room. Your teachers will discuss with you this week the safest place in their rooms for shelter. Remain quiet and calm until the all clear signal is sounded.

All visitors are to check in through the office and should have a visitor's badge displayed. If you see a stranger on campus, do not approach that person and tell a staff member immediately.

Should an emergency occur during recess, lunch or P.E., similar procedures should be followed. Staff members are always on duty; follow their directions and use common sense and stay calm. If you hear the evacuation signal, go to the evacuation area designated for your class. If there were a severe earthquake, duck, cover and hold on to something until the quake has finished. Then go to the primary evacuation area. Should an intruder be on campus, 3 whistle blasts will be the signal to go into the nearest building for shelter.

We hope you will never be in an emergency situation, but if you are, it is better to be prepared, have a plan, and know how to act.

*\*\*In the event of a chemical spill please DO NOT under any circumstance allow students to leave your room. You may be instructed to cover windows, doors and/or use respirator masks. Please stay tuned to the intercom or walkie talkie. If you have a child in a pull out program, keep them in your room and notify the office. Office staff will notify classroom teacher. Please report missing students to the office so we may search for them.*

## Monday

### **A. Monday** ..... Orientation Day

- Discuss "General Emergency Instructions" so that all students know:
  - a) The evacuation route from your room and assembly area.
  - b) The bell signals:
    - The fire drill means evacuate buildings.
    - One long bell will signal "all clear".
    - The earthquake drill signal (different from the fire bell).
  - c) The location of the fire alarms around the school, the one closest to your room, and the penalty for false alarms. In the event a fire bell goes off accidentally, the office will stop evacuation over the intercom.
  - d) The safest areas in your room during an earthquake or terrorist attack (e.g. under desks, away from windows).
  - e) That orderliness is required to, from and while at the evacuation site.
  - f) Where to find the posted map.
  - g) Location of emergency binder in each classroom.
- Discuss what students should do if there is a substitute teacher.
  - a) Select students who will contact the office if necessary.
- Teachers must have at all times their emergency binders during an emergency.
- After each drill, allow the students to voice their questions and/or concerns about the procedures.

**Tuesday & Wednesday**

**B. Tuesday ..... Fire Drill Day**

- At the evacuation signal (fire Alarm), all classes will move in an orderly and quiet manner to their designated areas.
  - a) Classes are to remain in line with their teachers while role is taken.
  - b) There is to be no interaction between classes.
- At the all-clear signal, teachers are to signal their classes when it is their turn. Students are to return quietly to their rooms.
- Upon return to classroom, discuss with students any concerns they or you may have.

**C. Wednesday ..... Chemical Attack Day**

- An intercom announcement will inform all that there has been a report of a possible chemical spill/attack.
- Classes must stay indoors at all times. No one is to go outside for any reason.
- If instructed, teachers must duct tape outside doors/windows and vents or air ducts. Office personal shall make sure all heating systems with outside access are shut down.
- Staff and students should remain solely inside until notified that the drill is complete.

**Thursday & Friday**

**D. Thursday ..... Earthquake Day**

- A special bell will be sounded to signal the beginning of the earthquake drill. Teachers will command "Duck, Cover, & Hold On".
- Students will immediately duck under desks or tables, away from light fixtures and/or windows and stay quiet. If possible, teachers will close curtains against flying glass.
- After the simulation, the evacuation (fire) bell will ring and teachers are to direct their students to their designated areas. You may have to take an alternate route due to "structural damage".
- Once at the designated area, teachers are to take roll and to report any missing students.
- At the all clear signal, everyone should return in order to their classrooms.

**E. Friday ..... Civil Disturbance Day**

- An intercom announcement will inform all that there are unauthorized strangers on campus.
- Stay in your room, make sure the doors and windows are closed and locked and the blinds are closed. Students are to move to the safest area in your room, possibly under their desks or away from windows. All should remain quiet and still until notified.
- Administration and staff will check the doors of the rooms and students are expected to stay quiet rather than react to the rattling of the door. *In an emergency, a noise in a room would alert an intruder that there are people there and thus place those people in danger.*

## **Section V – Other Procedures and Information**

1. Child Abuse Reporting Procedures
2. Hate Motivated Reporting Procedures
3. Bus Driver Disaster Procedures
4. Emergency Numbers
5. Emergency Supplies
6. Evacuation Routes
7. Individual School Plans
8. Contents of Emergency Binder
9. Signals & Actions
10. Emergency Action Summary



## 1. Child Abuse Reporting Procedures

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

### Definitions

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

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

### **Child abuse or neglect does not include:**

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

## Responsibility for Reporting

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

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

## Reporting Procedures

### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

#### **SIERRA COUNTY SHERIFF**

##### **DOWNIEVILLE**

100 Courthouse Square  
Downieville CA 95936  
(530) 289-3700

##### **LOYALTON SUBSTATION**

61050 State Route 49  
Loyalton CA 96118  
(530) 993-4479

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

### 2. Written Report

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

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

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

### 3. Internal Reporting

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

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the site administrator as soon as possible after the initial telephone report to the appropriate agency. When so notified, the site administrator shall inform the Superintendent or designee.

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

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

## **2. Hate Motivated Behavior Reporting**

A hate crime is defined by the U. S. Congress as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation."

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the site administrator or designee. The site administrator or designee shall contact law enforcement, if deemed appropriate.

If the student believes that the situation has not been remedied by the site administrator or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the site administrator, Superintendent or designee, and law enforcement, as appropriate.

Student, site administrator or staff shall complete the Hate Motivated Behavior Reporting Form<sup>19</sup> and submit to the site administrator or District Office.

Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board Policy and Administrative Regulation.

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<sup>19</sup> Section VI, Form H, pg. 84

### 3. Bus Driver Disaster Procedures

These procedures are intended as guidelines for bus drivers to follow in the event of a disaster. It is understood that drivers may need to make spontaneous and independent decisions, depending on the emergencies, age of children, location of bus, etc.

A copy of these procedures shall be kept in the emergency packet of the school buses and at each school site.

#### A. Earthquake

- 1) Issue "**DUCK, COVER AND HOLD ON**" command.
- 2) Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- 3) Set brake, turn off ignition and wait for shaking to stop.
- 4) Check for injuries.
- 5) Contact school to report location and condition.
- 6) If instructed to continue route:
  1. If enroute to school, continue to pick up students.
  2. If dropping students off, continue to do so if there is adult supervision.
- 7) If unable to contact school, complete number 6 above.
- 8) If it is impossible to return to school, proceed to nearest shelter. Notify school of location. Remain with children until further instructions are received from command center.
- 9) If the bus is disabled, stay with the bus until help arrives.
- 10) DO NOT attempt to cross bridges or overpasses that have been damaged.

#### B. Flood

- 1) DO NOT drive through flooded streets/roads.
- 2) Take an alternate route or wait for public safety personnel to determine safety.
- 3) Proceed to school, home, or designated shelter, as appropriate.

\_\_\_\_\_  
Driver's Signature

*Signature indicates that procedure has been read and understood.*

\_\_\_\_\_  
Date

4. Emergency Numbers

**EMERGENCY:** Fire, Medical ..... **9-1-1**

**Sierra County District Office**..... 530-993-1660

**Superintendent: x110**

**Cell: 530 771-7926**

**Alternate Extensions: 100, 120, 150, 151**

**Fire Department**

- Downieville ..... 530-289-3333
- Loyalton ..... 530-993-6751

**Sheriff**

- Downieville ..... 530-289-3700
- Loyalton ..... 530-993-4479

**Sierra County Office of Emergency Services** ..... 530-289-2850

**Human Services**

- Downieville ..... 530-289-3711
- Loyalton ..... 530-993-6700

**Mental Health** ..... 530-993-6746

**Site administrator's Offices**

- **Downieville School**..... **530-289-3473**
  - Secretary ..... x400
  - Administrator ..... x410
- **Loyalton Elementary** ..... **530-993-4482**
  - Secretary ..... x200
  - Administrator ..... x210
- **Loyalton High School** ..... **530-993-4454**
  - Secretary ..... x300
  - Administrator ..... x310

## **5. Evacuation Routes**

Each school needs evacuation routes outlined on a school plot plan displayed at the main exit of each facility and room that houses students and/or staff. These routes should be followed during each drill and/or emergency. Each school should have a pre-designated location with an alternate location for all students/staff to assemble for roll call.

The evacuation routes for Downieville, Loyalton Elementary, Loyalton Middle School and Loyalton High School and Sierra Pass School also need to be in the County/District office for inclusion in Emergency Binders.

## 6. Contents of Emergency Binder

Front of binder will be green to use to signal "all accounted for".

### **A. Each classroom will have an emergency binder containing:**

- Signals & actions.
- Summary of emergency procedures.
- Up-to-date class roster. Middle and high schools will have a roster for each period of the school day.
- "Pick-up" information for each student in case class becomes separated from main group.
- Emergency phone/cell numbers in case of separation from the main group.
- Accountability report forms.
- Evacuation route and alternate route.



## 7. Signals & Actions

### **B. Fire Alarm = Leave Building**

- Teachers and Students:
  - a) Evacuate building following posted route or alternate route if primary route is blocked.
- Teachers:
  - a) Turn out lights.
  - b) Close windows.
  - c) Make sure rooms are empty and unlocked.
  - d) Take Emergency Binder.
  - e) At evacuation site take roll to ensure all students are accounted for. Respond by reporting any missing students or other personnel to secretary or other designee.

### **C. Three Short Bells or Whistle Blasts = Remain In / Return to Building**

- Teachers and Students:
  - a) Duck Cover and Hold On in safe place away from windows, under tables or desks, away from light fixtures.
  - b) If outside, take cover inside the nearest building if possible.
  - c) If ground is shaking, Duck, Cover and Hold On.
- Teachers:
  - a) Close blinds and lock doors.
  - b) Tell students to Duck, Cover and Hold On.

### **D. One Long Bell = All Clear Signal**

## 8. Emergency Action Summary

There are three basic emergency actions with some modifications to meet the requirements of different emergency events:

- Evacuate
- Lockdown
- Shelter in Place/Secure Building

### A. Evacuation: Fire, Bomb Threat, Threat of Explosion

- At sound of fire bell everyone evacuates following the posted route or alternate route in an orderly fashion.
- Close windows and doors.
- Take emergency binder.
- Teacher takes roll and reports any missing students.
- At the "All Clear" signal return to building.
- Discuss fears/concerns of the students.

### B. Standby Lockdown:

- The situation isn't critical enough to warrant the disruption of teaching but is serious enough to not want students outside or unsupervised.
- All students and staff are instructed to remain in their designated room with the door locked.

### C. Shelter in Place/Lockdown:

- When notified by PA, or other means:
  - a) Lock and secure all outside doors.
  - b) Cover all outside windows.
  - c) Students and staff "Duck, Cover & Hold On" away from windows and light fixtures.
  - d) All equipment and lights turned off.
  - e) No noise or talking.
  - f) Only open door or release from lockdown when notified by person you know.

### D. Earthquake

- Earthquake procedure is a combination of Shelter in place and Evacuation.
- For drill when air horn blows, or ground starts shaking, teacher commands "**Duck, Cover and Hold On**".
- Students immediately take cover under desks or table and hold on.
- When earth stops shaking or the fire bell sounds, students and teacher follow the Fire procedures.

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## **Section VI – Miscellaneous**

1. Form A: Annual Emergency Plan Checklist
2. Form B: Bomb Threat Report
3. Form C: Classroom Hazard Checklist
4. Form D: Emergency Drill Form
5. Form E: Emergency Status Report
6. Form F: Evacuation Route Hazard Checklist
7. Form G: Injury and Missing Persons Report
8. Form H: Hate Motivated Behavior Report
9. Form I: Special Staff Skills/Equipment
10. Form J: Student Release Log
11. Form K: Student Release–Permission Slip

**Form A: Annual Emergency Plan Checklist**

School \_\_\_\_\_

<b>Date</b>	<b>Activity</b>	<b>Person Responsible</b>
August	School Facilities/Grounds Hazard Assessment	_____
August	Evacuation Routes Hazard	_____
August	Update School Plot Plans	_____
September	Emergency Numbers and Resources Update	_____
September	Emergency Preparedness Week practice	_____
September	Survey of Special Staff Skills	_____
September	Message to Parents	_____
September	Assign Disaster Functions	_____
September	Update Bus Routes to Identify Potential Hazards	_____
September	Staff Orientation to Plan	_____
February	Review Plan	_____

Prepared By \_\_\_\_\_

Date Prepared \_\_\_\_\_ School Year \_\_\_\_\_

## Form B: Bomb Threat Report

*This form needs to be in each Emergency Binder so it is available to anyone receiving a bomb threat.*

### **TELEPHONE BOMB THREAT CHECKLIST/REPORT FORM**

School: \_\_\_\_\_

**KEEP CALM:** Do not get excited or excite others. **SIGNAL A STAFF MEMBER TO CALL 9-1-1.**

**TIME CALL RECEIVED:** \_\_\_\_\_ am/pm **TIME CALL TERMINATED:** \_\_\_\_\_ am/pm

**EXACT WORDS OF CALLER:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Delay: Ask caller to repeat or ask permission to repeat the details to the caller to confirm accuracy.**

#### **Questions you should ask:**

- A. Time bomb is set to explode? \_\_\_\_\_
- B. Where located? Site? \_\_\_\_\_ Area \_\_\_\_\_
- C. Kind of bomb? \_\_\_\_\_
- D. Description? \_\_\_\_\_
- E. Why kill or injure innocent people? \_\_\_\_\_

#### **Voice description:**

- ☐ Male    ☐ Female    ☐ Calm    ☐ Nervous    ☐ Loud    ☐ Quiet
- ☐ Rough    ☐ Refined    ☐ Young    ☐ Middle-aged    ☐ Old    ☐ Intoxicated
- Accent ☐ No    ☐ Yes-Describe \_\_\_\_\_
- Speech impediment ☐ No    ☐ Yes-Describe \_\_\_\_\_
- Unusual phrases \_\_\_\_\_
- Recognize voice? If so, who do you think it was? \_\_\_\_\_

#### **Background noise:**

- ☐ Music    ☐ Running motor (type) \_\_\_\_\_    ☐ Traffic
- ☐ Whistles    ☐ Bells    ☐ Horns    ☐ Aircraft    ☐ Tape Recorder
- ☐ Machinery    ☐ Voices    Other \_\_\_\_\_

#### **Additional information:**

- A. Did caller indicate knowledge of the facility? If so, how? In what way? \_\_\_\_\_  
 \_\_\_\_\_
- B. On what line did call come in? \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Form C: Classroom Hazard Checklist**

*One for each room on file in the office as well as the emergency binder for teacher information*

School: \_\_\_\_\_

Room #: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Potential Hazards</b>	<b>Yes/No</b>	<b>Unknown</b>	<b>Applicable</b>
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?			
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)			
Are aquariums and other potentially hazardous displays located away from seating areas?			
Are A.V. equipment and computers securely attached to the wall, ceiling or a portable (rolling) cart with lockable wheels?			
Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?			
Are hanging objects secured to prevent them from swinging free or breaking windows in an earthquake?			
Is lab equipment secure to prevent movement?			
Are chemicals stored to prevent spillage?			
Is ventilation adequate where chemicals are stored?			
Are objects around doors secured so as not to fall and block egress?			

Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

***To be kept in the office of each school***

**Form D: Emergency Drills Form**

School: \_\_\_\_\_

Type of Drill	Date	Time	Remarks	Recorded by	Start	End



**Form E: Emergency Status Report**

*This form is to be completed and forwarded to the Emergency Operations Center by the Site administrator or designee as soon as evacuation has been completed and the required information collected.*

School: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Immediate Assistance Required** (Circle One or More)

None      Medical      Fire      Search & Rescue      Support Personnel

**Condition of Students** (Circle One or More)

All Accounted For      No Injuries      No immediate help required

**Missing (\_\_\_\_\_) -- Names:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Trapped in Building (\_\_\_\_\_) -- Names:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Continued next page)

**Injured (\_\_\_\_) Requiring Immediate Medical Attention (\_\_\_\_)**

**Type of Injuries:**

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**Condition of Staff (Circle One or More)**

All Accounted For                  No Injuries                  No immediate help required

**Missing (\_\_\_\_) -- Names:**

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

**Trapped in Building (\_\_\_\_) -- Names:**

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

**Injured (\_\_\_\_) Requiring Immediate Medical Attention (\_\_\_\_)**

**Type of Injuries:**

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(medical attention, cont.)

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**Condition of School Building and Grounds**

*e.g. wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc*

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**Condition of Neighborhood**

*e.g.: fallen power lines, debris-cluttered streets, etc.*

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## Form F: Evacuation Route Hazard Checklist

*Note:*

- (1) *This form is to be completed each school year prior to return of teachers.*  
 (2) *Results from this assessment may result in memo to staff alerting them to temporary changes in normal evacuation routes.*

School: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Possible Hazards	Yes	No	Location
Is any maintenance and/or repairs being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Are gas, sewer and power lines near outdoor assembly areas?			
Has there been any change in storage or location of emergency equipment/supplies?			

**Form G: Injury and Missing Persons Report**

*To be included in each Emergency Binder*

School: \_\_\_\_\_ Room: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

- List names of missing or injured students.
- Send form to site administrator or designee **immediately**.

Injured		
Name	Type of Injury	Possible Location

Missing Persons	
Name	Possible Location

## Form H: Hate Motivated Behavior Reporting

Hate Incident ☐ School \_\_\_\_\_ Incident Date \_\_\_\_\_ Hate Crime ☐  
Other Bias Event ☐

Victim Information  
Name(s) \_\_\_\_\_ Gender \_\_\_\_\_

Physical Address \_\_\_\_\_ (City) \_\_\_\_\_ P. O. Box \_\_\_\_\_ (City) \_\_\_\_\_

Race/Ethnicity/National Origin \_\_\_\_\_

Age \_\_\_\_\_ If exact not known: ☐ <18 ☐ 18-25 ☐ 25 If applicable, Religion \_\_\_\_\_

Incident Address \_\_\_\_\_ (City) \_\_\_\_\_

Location of the Incident: (Include further description of location in the narrative)

- ☐ Religious Site/Organization ☐ School ☐ Public Building ☐ Public Place  
☐ Community Based Organization ☐ Business ☐ Residence ☐ Government Building  
☐ Other \_\_\_\_\_

### Type of Hate Crime/Incident

- ☐ Annoying Email ☐ Annoying Phone Call ☐ Assault with a Deadly Weapon ☐ Assault/Battery  
☐ Attempted Murder ☐ Bomb Threat ☐ Brandishing A Weapon ☐ Criminal Threat  
☐ Vandalism/Graffiti ☐ Robbery/Attempted Robbery ☐ Other \_\_\_\_\_

PLEASE INCLUDE FULL NARRATIVE DESCRIPTION OF INCIDENT ON BACK

### Type of Hate Motivations(s):

- ☐ Race/Ethnicity/National Origin ☐ Gender ☐ Disability ☐ Sexual Orientation  
☐ Religion ☐ Anti-Transgender ☐ Anti-Immigrant ☐ Sept. 11/Middle East Conflict  
☐ Other \_\_\_\_\_

### Specific Slurs:

### Suspect(s) Information:

Number of Offenders(s) \_\_\_\_\_ Age(s): \_\_\_\_\_ If exact not known: ☐ <18 ☐ 18-25 ☐ 25

Race/Ethnicity/National Origin \_\_\_\_\_ Gender \_\_\_\_\_

Member of identifiable hate group or gang? ☐ Yes ☐ No If yes, specify \_\_\_\_\_

Crime Report Information:

Recorded as Hate Crime? ☐ Yes ☐ No Report#/Case#/DRN \_\_\_\_\_

Prior Incident? ☐ Yes ☐ No Previous police report filed? ☐ Yes ☐ No

Was victim assistance provided? ☐ Yes ☐ No If yes, please describe when and what services: \_\_\_\_\_

Report completed by: \_\_\_\_\_  
PRINT NAME SIGNATURE TITLE

**Form I: Special Staff Skills and Equipment**

School: \_\_\_\_\_

School Year: \_\_\_\_\_

<b>Experience/Equipment</b>	<b>Name of Employee</b>
Medical/First Aid Experience	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (indicate type)	
Accessible Emergency Vehicles and Equipment	

**Form J: Student Release Log**

School: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Student's Name</b>	<b>Time Out</b>	<b>Name of Person Released To</b>	<b>Signature</b>



**Form K: Student Release-Permission Slip**

*To be included in each Emergency Binder*

School: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Name of Person Releasing Student:**

\_\_\_\_\_

**Student's Name:**

\_\_\_\_\_

**Authorized Adult:**

\_\_\_\_\_

**Relationship to Student:**

\_\_\_\_\_

**Student Being Transported To:**

\_\_\_\_\_

**Phone Number:**

\_\_\_\_\_

**Verified by Office:**

\_\_\_\_\_

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

## **Section VII – Authorities and References**

1. Earthquake Emergency Procedure System  
Sierra County/Sierra-Plumas Joint Unified School District Administrative Regulation 3516.3
2. Emergencies and Disaster Preparedness Plan BP  
Sierra County/Sierra-Plumas Joint Unified School District Board Policy 3516
3. Emergencies and Disaster Preparedness Plan AR  
Sierra County/Sierra-Plumas Joint Unified School District Administrative Regulation 3516
4. Fire Drills & Fires  
Sierra County/Sierra-Plumas Joint Unified School District Administrative Regulation 3516.1
5. Civil Defense and Disaster Preparedness Plan  
CA Administrative Code, Title V
6. Earthquake Emergency Procedures  
Education Code §38130
7. School Safety Plans  
Education Code §32282
8. Use of School Property  
Education Code §38130
9. Signage  
Penal Code §627

For other policies and administrative regulations pertaining to safety at school, please visit our website at [sierracountyofficeofeducation.org](http://sierracountyofficeofeducation.org).

# **Sierra County/Sierra-Plumas Joint USD**

## **Administrative Regulation**

### **Earthquake Emergency Procedure System**

AR 3516.3

#### **Business and Noninstructional Operations**

##### Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

#### Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other

staff.

5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

#### Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

#### Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System

Management Resources:

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty  
Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

WEB SITES

American Red Cross: <http://www.redcross.org>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

National Incident Management System: <http://www.fema.gov/emergency/nims>

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Regulation SIERRA COUNTY OFFICE OF EDUCATION

approved: April 10, 2007 Sierraville, California

revised: June 10, 2008 Loyalton, California

revised: May 10, 2011

revised: August 9, 2016

# Sierra County/Sierra-Plumas Joint USD

## Board Policy

Business and Noninstructional Operations BP 3516

### EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan.

(Education Code 32282)

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3516.3 - Earthquake Emergency Procedure System)*

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 3513.3 - District Police/Security Department)*

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

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

(Education Code 32282)

*(cf. 1330 - Use of School Facilities)*

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

*(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)*

*(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)*

*Legal Reference:*

EDUCATION CODE

32001 Fire alarms and drills  
 32040 Duty to equip school with first aid kit  
 32280-32289 School safety plans  
 32290 Safety devices  
 39834 Operating overloaded bus  
 46390-46392 Emergency average daily attendance in case of disaster  
 49505 Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation  
 8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills  
 560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Crisis Response Box*, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

*Active Shooter Awareness Guidance*, February 2018

*State of California Emergency Plan*, 2017

*School Emergency Response: Using SEMS at Districts and Sites*, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

*National Incident Management System*, 3rd ed., October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

***Guide for Developing High-Quality School Emergency Operations Plans*, 2013**

***Management Resources:***

WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Attorney General's Office: <https://oag.ca.gov>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/lr/ss/cp>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning: <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

U.S. Department of Homeland Security: <http://www.dhs.gov>

SIERRA COUNTY OFFICE OF EDUCATION  
 SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
 Policy adopted: April 10, 2007  
 revised: July 10, 2018

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# Sierra County/Sierra-Plumas Joint USD

## Administrative Regulation

Business and Noninstructional Operations AR 3516

### EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff  
(*cf. 3516.1 - Fire Drills and Fires*)
2. Earthquake, flood, or other natural disasters  
(*cf. 3516.3 - Earthquake Emergency Procedure System*)
3. Environmental hazards, such as leakages or spills of hazardous materials  
(*cf. 3514 - Environmental Safety*); (*cf. 3514.2 - Integrated Pest Management*)
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group  
(*cf. 3515.2 - Disruptions*); (*cf. 3515.7 - Firearms on School Grounds*)  
(*cf. 5131.4 - Student Disturbances*)
5. Bomb threat or actual detonation  
(*cf. 3516.2 - Bomb Threats*)
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak  
(*cf. 5141.22 - Infectious Diseases*)

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities  
(*cf. 3513.3 - District Police/Security Department*); (*cf. 3515 - Campus Security*)  
(*cf. 3517 - Facilities Inspection*); (*cf. 3530 - Risk Management/Insurance*)
2. Instruction for district staff and students regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff  
(*cf. 4131 - Staff Development*); (*cf. 4231 - Staff Development*)  
(*cf. 4331 - Staff Development*)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
  - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
  - a. Identification of areas of responsibility for the supervision of students
  - b. Procedures for the evacuation of students and staff, including posting of evacuation routes
  - c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible  
*(cf. 5141 - Health Care and Emergencies); (cf. 5142 - Safety)*
  - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety  
*(cf. 3543 - Transportation Safety and Emergencies)*
  - e. Provision of a first aid kit to each classroom
  - f. Arrangements for students and staff with special needs  
*(cf. 4032 - Reasonable Accommodation)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*
  - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease  
*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*  
*(cf. 4261.1 - Personal Illness/Injury Leave)*  
*(cf. 5113 - Absences and Excuses)*  
*(cf. 6183 - Home and Hospital Instruction)*

5. Closure of schools, including an analysis of:
  - a. The impact on student learning and methods to ensure continuity of instruction
  - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians  
(*cf. 3516.5 - Emergency Schedules*)
6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
  - a. Identification of spokesperson(s)  
(*cf. 1112 - Media Relations*)
  - b. Development and testing of communication platforms, such as hotlines, telephone trees, web sites, social media, and electronic notifications  
(*cf. 1113 - District and School Web Sites*); (*cf. 1114 - District-Sponsored Social Media*)
  - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
  - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention
  - b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease  
(*cf. 1400 - Relations Between Other Governmental Agencies and the Schools*)
8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed  
(*cf. 6164.2 - Guidance/Counseling Services*)

SIERRA COUNTY OFFICE OF EDUCATION  
 SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
 Regulation approved: April 10, 2007  
 revised: July 10, 2018

# **Sierra County/Sierra-Plumas Joint USD**

## **Administrative Regulation**

### **Fire Drills And Fires AR 3516.1**

#### **Business and Noninstructional Operations**

##### **Fire Drills**

The site administrator shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The site administrator shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The site administrator shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The site administrator or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

##### **Fires**

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The site administrator or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The site administrator or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the site administrator, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 - School Safety Plan)

(cf. 3516 - Emergency and Disaster Preparedness Plan)

Legal Reference:

EDUCATION CODE

17074.50-17074.56 Automatic fire detection, alarm and sprinkler systems

32001 Uniform fire signals

32040 Duty to equip school with first aid kit (field trips)

CODE OF REGULATIONS, TITLE 5

550 Fire drills

Regulation

approved: April 10, 2007

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Sierraville, California

<b>PROHIBITED STUDENT CONDUCT AND CONSEQUENCES</b> <b>Conduct Policy AR 5131</b>		
<b>INCIDENT</b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>
<b>I</b> BEHAVIOR THAT ENDANGERS STAFF AND/OR STUDENTS	Remove student Notify Parent Notify Superintendent for Suspension   Review PowerSchool Log Entry Recommend Counseling May Contact Sheriff Refer to RTI SARB Warning Letter	Remove student Parent/Student Conference Notify Superintendent for Expulsion Review PowerSchool Log Entry Recommend Counseling Refer to RTI Refer to SARB May Contact Sheriff
<b>II</b> BEHAVIOR THAT DISRUPTS THE ORDERLY CLASSROOM OR SCHOOL ENVIRONMENT INCLUDING INSUBORDINATION	Remove from classroom Student Conference Notify Parent PowerSchool Log Entry Refer to RTI May Suspend from Class	Remove from Classroom PowerSchool Log Entry Parent/Student Conference May suspend 1 or More Days Revisit RTI Plan SARB Warning Letter
<b>III</b> HARASSMENT OF STUDENTS OR STAFF, INCLUDING BULLYING, INTIMIDATION, HAZING, OR ANY OTHER VERBAL, WRITTEN OR PHYSICAL CONDUCT THAT CAUSES OR THREATENS TO CAUSE BODILY HARM OR EMOTIONAL SUFFERING	Remove student Notify Parent PowerSchool Log Entry Student Conference May suspend 1 day Recommend Counseling Refer to RTI May Notify Sheriff SARB Warning Letter	Remove Student PowerSchool Log Entry Parent/Student Conference May suspend 1 or more days Revisit RTI Plan Recommend counseling May notify Sheriff May refer to SARB
<b>IV</b> DAMAGE TO OR THEFT OF PROPERTY BELONGING TO THE DISTRICT, STAFF, OR STUDENTS	PowerSchool Log Entry Student Conference Notify Parent Replace or Repair Item or Provide Money for Replacement/Repair May Notify Sheriff	PowerSchool Log Entry Student Conference Notify Parent Replace or Repair Item or Provide Money for Replacement/Repair May Notify Sheriff Refer to RTI
<b>V</b> PROFANE, VULGAR, OR ABUSIVE LANGUAGE – WRITTEN OR SPOKEN	PowerSchool Log Entry Detention - 1 day Other as needed	PowerSchool Log Entry Detention – 2 days Other as needed

<b>INCIDENT</b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>
VI PLAGIARISM OR DISHONESTY IN SCHOOL WORK OR ON TESTS	PowerSchool Log Entry Notify Parent Loss of credit on Assignment	PowerSchool Log Entry Parent/Student Conference Loss of Credit
VII INAPPROPRIATE DRESS	PowerSchool Log Entry Student Conference Offer Alternate Article(s) of Clothing Remove from Classes Until Clothing is Within Guidelines	PowerSchool Log Entry Notify Parent Remove from Classes Until Clothing is Within Guidelines SARB Warning Letter
VIII TARDINESS AND UNEXCUSED ABSENCE FROM SCHOOL	May Notify Parent May Notify Sheriff Assign Detention – 1 Day	Assign Detention – 1 Day May Notify Parent May Notify Sheriff May refer to Social Services Eventual SARB referral
IX FAILURE TO REMAIN ON SCHOOL PREMISES ACCORDING TO SCHOOL RULES	PowerSchool Log Entry Notify Parent Detention- 1 Day Considered Truant	PowerSchool Log Entry Notify Parent Detention – 1 Day Eventual SARB Referral
X DISTURBING THE PEACE, INCLUDING, BUT NOT LIMITED TO, DESTROYING PROPERTY, FIGHTING, CHALLENGING ANOTHER TO FIGHT, OR USING OFFENSIVE WORDS LIKELY TO PROVOKE A FIGHT	Remove student Student Conference PowerSchool Log Entry Notify Parent May notify Sheriff Recommend Counseling Refer to RTI	Remove Student PowerSchool Log Entry Parent/Student Conference May suspend 1 or More Days May Notify Sheriff Recommend Counseling Revisit RTI Plan SARB Warning Letter
XI INTERFERING WITH OR UNAUTHORIZED USE OF THE DISTRICT'S COMPUTERS	PowerSchool Log Entry Notify Parent Computer Use Taken Away for up to 1 Week May notify Sheriff	PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent Computer Use in Jeopardy at School May Notify Sheriff

<b>INCIDENT</b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>
XII POSSESSING, USING, OR SELLING ALCOHOL, OTHER DRUGS OR PARAPHERNALIA	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent for Suspension Review Notify Sheriff Review Counseling
XIII POSSESSING OR USING TOBACCO OR ANY TOBACCO OR NICOTINE PRODUCT	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff May refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling Revisit RTI Plan
XIV POSSESSING WEAPONS OF ANY KIND	PowerSchool Log Entry Notify Parent Student Conference May Notify Sheriff Notify Superintendent for Suspension/Expulsion Review Refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Notify Superintendent for Expulsion Review Review Counseling Review RTI Plan
XV PUBLIC DISPLAYS OF AFFECTION	Student Conference PowerSchool Log Entry Notify Parent May Assign Detention	Student Conference PowerSchool Log Entry Notify Parent Refer to Counseling
XVI FAILURE TO SERVE DETENTION(S)	Double Detentions Assigned for Each Missed Detention	Double Detentions Assigned for Each Missed Detention SARB Warning Letter

**Unresolved behavior at school may result in a referral to the School Attendance Review Board.**

KEY: RTI *Response to Intervention*  
SARB *Student Attendance Review Board*  
SAP *Student Assistance Program*

Approved: April 10, 2007  
Revised: November 18, 2008  
Revised: September 8, 2009  
Revised: December 14, 2010  
Revised: April 10, 2012

Sierra County Office of Education  
Sierra-Plumas Joint Unified School District  
Sierraville, California



## Civil Defense and Disaster Preparedness Plans

### California Administrative Code, Title V

Section 560, Division 1, Chapter 2, Subchapter 3, Article 2

#### 560. CIVIL DEFENSE AND DISASTER PREPAREDNESS PLANS.

The governing board shall:

- (a) Adopt a written policy guideline for use by schools of the district in formulating individual civil defense and disaster preparedness plans.

The policy guideline shall meet the criteria established in that part of the *Civil Defense and Disaster Planning Guide for School Officials entitled "Essential Characteristics of the School Planning Guide"* published by the State Department of Education, and shall be subject to approval by the county superintendent of schools. The policy guideline shall be reviewed at least annually and revised as needed. Plans and revisions may be subject to review and approval by the State Department of Education.

- (b) Require the site administrator of each school in the district to formulate and submit to the district superintendent for approval a civil defense and disaster preparedness plan for that school. Each school plan shall satisfy the governing Board's policy guideline, coordinate with the appropriate local government plan, be reviewed at least annually and be kept current.
- (c) Require each school to test its plan (other than fire drills) or each portion thereof on a rotating basis at least two times during the school year and keep a record of such tests. The record shall be maintained in a manner determined by the governing board, and available to the Department of Education upon request.

# Earthquake Emergency Procedures

## Earthquake Emergency Procedures [35295 - 35297]

### 35295.

The Legislature finds and declares the following:

(a) Because of the generally acknowledged fact that California will experience moderate to severe earthquakes in the foreseeable future, increased efforts to reduce earthquake hazards should be encouraged and supported.

(b) In order to minimize loss of life and disruption, it is necessary for all private elementary schools and high schools to develop school disaster plans and specifically an earthquake emergency procedure system so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes.

(c) It is therefore the intent of the Legislature in enacting this article to authorize the establishment of earthquake emergency procedure systems in kindergarten and grades 1 through 12 in all private schools in California.

*(Amended by Stats. 2004, Ch. 895, Sec. 3. Effective January 1, 2005.)*

### 35296.

The governing board of each private school shall establish an earthquake emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom. A governing board may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure systems.

*(Amended by Stats. 2013, Ch. 352, Sec. 71. Effective September 26, 2013. Operative July 1, 2013, by Sec. 543 of Ch. 352.)*

### 35297.

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

(a) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

(b) A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(c) Protective measures to be taken before, during, and following an earthquake.

(d) A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

*(Amended by Stats. 1988, Ch. 448, Sec. 1.)*

## EDUCATION CODE §32282 SCHOOL SAFETY PLANS

### 32282.

(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

- (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
- (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
  - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
    - (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
      - (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
      - (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
      - (III) Protective measures to be taken before, during, and following an earthquake.
      - (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
    - (ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
  - (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
  - (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
  - (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
  - (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
  - (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
  - (H) A safe and orderly environment conducive to learning at the school.
  - (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
- (b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each school site council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

*(Amended by Stats. 2015, Ch. 303, Sec. 68. Effective January 1, 2016.)*

## **Use of School Property Civil Center Act**

*Education Code 38131.*

### **ARTICLE 2. Use of School Property [38130 - 38139]**

(a) There is a civic center at each and every public school facility and grounds within the state where the citizens, parent teacher associations, Camp Fire girls, Boy Scout troops, veterans' organizations, farmers' organizations, school-community advisory councils, senior citizens' organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions that in their judgment pertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside. For purposes of this section, "veterans' organizations" are those groups included within the definition of that term as specified in subdivision (a) of Section 1800 of the Military and Veterans Code.

(b) The governing board of any school district may grant the use of school facilities or grounds as a civic center upon the terms and conditions the board deems proper, subject to the limitations, requirements, and restrictions set forth in this article, for any of the following purposes:

(1) Public, literary, scientific, recreational, educational, or public agency meetings.

(2) The discussion of matters of general or public interest.

(3) The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization that has no suitable meeting place for the conduct of the services, provided the governing board charges the church or religious organization using the school facilities or grounds a fee as specified in subdivision (d) of Section 38134.

(4) Child care or day care programs to provide supervision and activities for children of preschool and elementary school age.

(5) The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies.

(6) Supervised recreational activities including, but not limited to, sports league activities for youths that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination.

(7) A community youth center.

(8) A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization.

(9) Other purposes deemed appropriate by the governing board.

*(Amended by Stats. 2006, Ch. 205, Sec. 2. Effective January 1, 2007.)*

## **Penal Code § 627**

All public schools are required by California Penal Code Title 15, Chapter 1.1 § 627, to post signs at points of entry to their campuses or buildings from streets and parking lots.

627.2. No outsider shall enter or remain on school grounds during school hours without having registered with the site administrator or designee, except to proceed expeditiously to the office of the site administrator or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the site administrator or designee, an outsider shall comply with such signs.

627.6. At each entrance to the school grounds of every public school at which this chapter is in force, signs shall be posted specifying the hours during which registration is required pursuant to Section 627.2, stating where the office of the site administrator or designee is located and what route to take to that office, and setting forth the applicable requirements of Section 627.2 and the penalties for violation of this chapter.

627.7. (a) It is a misdemeanor punishable by imprisonment in the county jail not to exceed six months, or by a fine not to exceed five hundred dollars (\$500), or by both, for an outsider to fail or refuse to leave the school grounds promptly after the site administrator, designee, or school security officer has requested the outsider to leave or to fail to remain off the school grounds for 7 days after being requested to leave, if the outsider does any of the following:

- (1) Enters or remains on school grounds without having registered as required by Section 627.2.
- (2) Enters or remains on school grounds after having been denied registration pursuant to subdivision (a) of Section 627.4.
- (3) Enters or remains on school grounds after having registration revoked pursuant to subdivision (b) of Section 627.4.

(b) The provisions of this section shall not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.

(c) When a person is directed to leave pursuant to subdivision (a), the person directing him or her to leave shall inform the person that if he or she reenters the place within 7 days he or she will be guilty of a crime.

627.8. Every outsider who willfully and knowingly violates this chapter after having been previously convicted of a violation of this chapter committed within seven years of the date of two or more prior violations that resulted in conviction, shall be punished by imprisonment in the county jail for not less than 10 days nor more than six months, or by both such imprisonment and a fine not exceeding five hundred dollars (\$500)

## Section VIII – Standard Emergency Management System

The Sierra-Plumas Joint Unified School District utilizes the National Incident Management System, Incident Command System and the Standardized Emergency Management System in alignment with the County of Sierra, California.

The five key elements utilized are as follows:

1. **Management/Incident Command:** Responsible for overall policy and coordination
2. **Planning/Intelligence:** Responsible for collecting, evaluating, and disseminating information; developing the action plan in coordination with other functions; and maintaining documentation
3. **Operations:** Responsible for coordinating all operations (carrying on the mission of the organization)
4. **Logistics:** Responsible for providing facilities, services, personnel, equipment and materials
5. **Finance/Administration:** Responsible for financial activities and administrative aspects not assigned to other functions