

Comprehensive School Safety Plan SB 187 Compliance Document

**2022-2023
School Year**

School: Calistoga Junior/Senior High School
CDS Code: 28662412831758
District: Calistoga Joint Unified School District
Address: 1608 Lake Street
Calistoga
Date of Adoption: December 14, 2022

Approved by:

Name	Title	Signature	Date
Raul Guerrero	Principal		
Sara Raike	SSC Chairperson		
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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Calistoga Junior Senior High School.

Safety Plan Vision

In accordance with Board Policy, Calistoga Joint Unified School District's Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

In accordance with Board Policy, the administrative team of Calistoga Junior/Senior High School establishes rules to ensure the welfare, safety, and security of all students.

Components of the Comprehensive School Safety Plan (EC 32280–32289)

Calistoga Junior/Senior High School Safety Committee

Assessment of School Safety

Through Board Policy 3516, the Calistoga Joint Unified School District Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

In accordance with Board Policy 3516, the Superintendent or designee shall ensure that the district and school site plans to address, at a minimum, the following types of emergencies and disasters: fire, earthquake or other natural disaster, bomb threats, and campus intruder. Calistoga Junior/Senior High School engages in all of these drills at least once a year. Immediate Action Emergency Response has been updated to include Shelter in Place and Secure Campus.

A protocol for dealing with suicide or other loss of life has been developed by the school, with assistance from the district. A district system for providing counseling services following a tragedy is in place.

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

Calistoga Junior/Senior High School is within a Drug-Free Zone established by the City of Calistoga and is posted as such. The Board of Trustees believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety, and create a well-disciplined environment conducive to learning. Through curriculum taught within classes, Calistoga Junior/Senior High School supports the Board Policy. The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade levels. District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee. If the principal or designee, in his/her professional capacity or in the course of his/her employment, knows, observes, or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian.

All the classroom doors at the school site have locks that can be locked from the inside. Our classroom doors are fitted with interior trim rings that will note the key direction for quick locking. All classroom doors are receiving an updated review and a quick-lock mechanism for added efficiency.

Calistoga Senior High School is an open campus as provided in Board Policy and regulation 5112.5. In order to give students an opportunity to demonstrate responsibility and positive citizenship, the Board of Trustees establishes an open campus at all district high schools in which students shall have the privilege of leaving campus during lunch. Students shall not leave the school grounds at any other time during the school day without the written permission of their parents/guardians and school authorities. Students who leave school or who fail to return following lunch without authorization shall be classified truant and subject to disciplinary action.

Parents are held responsible for damage caused by student vandalism in accordance with Board Policy 5131.5. The Board of Trustees considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti. Any district student who commits an act of vandalism shall be subject to disciplinary action by the district and also may be prosecuted through other legal means. If reparation of damages is not made, the district also may withhold the student's grades, diploma, and/or transcripts in accordance with the law.

Calistoga Junior/Senior High School adheres to Board Policy 1250. To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish procedures, which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time. To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session. For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises. Calistoga Junior/Senior High School requires all visitors to wear a name tag that identifies them as visitors on campus.

Calistoga Junior/Senior High School supports Board Policy 3543. Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment listed in 13 CCR 1215, including any defect or deficiency discovered by or reported to him/her which would affect safe operation or result in the mechanical breakdown of the bus, or indicating that no defect or deficiency was discovered or reported. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus.

(A) Child Abuse Reporting Procedures

All school personnel is made aware through staff meetings and written notification of their obligation to report child abuse. Annual training on Child Abuse Reporting Procedures is mandatory. Board Policy/Regulation 5141.4 states that the Board of Trustees recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with the law.

(B) Disaster Procedures

Disaster Plan (See Appendix C-F)

Through Board Policy 3516, the Calistoga Joint Unified School District Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

In accordance with Board Regulation 3516, the Superintendent or designee shall ensure that district and school site plans to address, at a minimum, the following types of emergencies and disasters: fire, earthquake or other natural disaster, bomb threats, and campus intruder. Calistoga Junior/Senior High School practices these drills at least once a month. Immediate Action Emergency Response Plan has been recently updated to include Shelter in Place and Secure Campus protocols.

Automated external defibrillators (AED) and the box that holds the AED are installed at the entry to the large gym and main office.

A protocol for dealing with suicide or other loss of life has been developed by the school, with assistance from the district. A district system for providing counseling services following a tragedy is in place. Protocols for the reentry of students that have been hospitalized for suicide concerns have also been developed to provide systemic support to the student.

Public Agency Use of School Buildings for Emergency Shelters

City of Calistoga, Calistoga Fire Department, Calistoga Police Department, and Cal Fire.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Students who violate a section of the Education Code are subject to suspension. Guidelines for infractions of school rules are delineated and outlined in each student's handbook so that discipline has consistency district-wide and suspensions/expulsions are administered equitably. CJSHS staff participated in restorative practices training during the 2019-2020 school year to minimize the number of off-campus suspensions and take a restorative approach to how discipline is handled. In 2021, a shift was made to include training in Listening Groups to increase empathetic listening between students and staff. Empathetic listening is structured listening and questioning technique that allows you to develop and enhance relationships with a stronger understanding of what is being conveyed, both intellectually and emotionally.

Students who are expelled are enrolled in alternative education settings (community schools) operated by the Napa County Office of Education. Community schools provide a different kind of learning environment for students who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or the community. Students may range in age from 12 to 18 years old and a multiple-grade, multiple-subject curriculum is taught. Many of the students enrolled in these schools have been expelled from their district school, identified as habitually truant, or placed on probation by the juvenile court. The emphasis of the program is to re-establish the educational direction of students by providing a learning environment that meets their needs. Counseling and other support services are provided by public and community agencies.

Students who are expelled but have the expulsion suspended are enrolled in a regular or alternative program in the Calistoga Joint Unified School District.

All teachers can access suspension information by checking with the site administrator or site secretary.

(D) Procedures to Notify Teachers of Dangerous Pupils

All suspension letters and a log of letters are maintained by the site secretary in a confidential location. Teachers have access to this information before and after school or during their preparation period.

Teachers also access student files through the site secretaries and the student information system, Aeries.net. Teachers are notified of students who have been convicted of violent crimes directed toward school personnel.

(E) Sexual Harassment Policies

Calistoga Joint Unified School District's Board Policy 5145.7 contains the district policies on sexual harassment. The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. These policies are designed to prevent sexual harassment, to provide due process, and to immediately respond to any complaints that are made.

At Calistoga Junior/Senior High School, a clear message that students do not have to endure sexual harassment is communicated through our student handbook, curriculum, and discussions within each and every class.

Students are encouraged to report observed instances of sexual harassment, even where the victim of the harassment has not complained.

Harassment policies, investigative procedures, and letters to be used in communicating with the parents of the victim and accused have been provided to all administrative staff, and they are available electronically on the student discipline program.

- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat) Education Code 48900 subdivision

Students are informed to recognize harassment, take it seriously, and to know how to respond to and report it. The "STOPit" app was launched in 2020 to provide students with a way to report incidents anonymously.

Policies and the school's response to sexual harassment are detailed in the Student Handbook.

In the fall, administrators review with all students the Student Handbook, which includes a review of policies on harassment and information regarding our anonymous reporting app.

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

Administrative Regulation 5132 specifically addresses "gang-related" apparel and behavior. The Board of Education believes that appropriate student dress contributes to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. Student attire is the responsibility of the parents/guardian.

Prohibited Clothing and Specific Clothing Guidelines:

1. Clothing that materially and substantially interferes with the educational process is prohibited, including the use or display on clothing, buttons, ribbons, or badges of obscene, vulgar, or profane language or gestures, display of alcoholic beverages or controlled substances in such a way as may tend to promote their use by students.
2. Footwear must be worn at all times. Certain types of shoes may be required for P.E., science, and woodshop classes for health and safety reasons.
3. Transparent or mesh shirts or blouses, halter tops, and spaghetti straps are not permitted. All tops must be full-length, completely covering the midriff during regular activity. Tops may not be low or revealing. Tank tops may only be worn if they completely cover the midriff and all undergarments. Specific dress code requirements are shared with students as part of their planner/student handbook.
4. Shorts and skirts must be hemmed and may not be excessively short. Neither undergarments nor excessive skin may show when bending or sitting.
5. Pants must fit so that undergarments are not visible, and they must remain around the waist area without requiring the use of hands, pins, or other accessories to hold them up.
6. Nothing may hang from pants. Examples include long belts, key chains, chains, bandanas, etc.
7. Bandanas of any color may not be worn or carried.
8. Gang-related clothing is not allowed. Signs and symbols determined to be affiliated with gangs, are degrading to ethnic/religious groups, or that cause a disruption of school activities are not allowed.

Teachers, classified staff, students, and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. Teachers and other staff members are responsible for reporting students that are inappropriately dressed to the school administration. A student that violates the dress code shall be subject to appropriate disciplinary action as established by school site discipline policies. Habitual violation of the dress code will be treated as defiance of authority and will result in suspension from school.

Each student receives a student handbook, which includes a section on school dress. This handbook is reviewed with all students annually. Calistoga Junior/Senior High School does not permit attire that is unsafe, unhealthy, disrespects others, causes a classroom distraction, is gang-related, or promotes sex, drugs, alcohol, tobacco, violence, profanity, or discriminates against any person or group.

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

Calistoga Junior High School is a closed campus. Students are not permitted to leave without parental permission and check out through the main office. Calistoga Senior High School is an open campus only during lunch.

Visitors to the campus must sign in at the main office and receive a name tag before proceeding to buildings other than the main office.

Students are informed that they may be suspended for illegal activity that occurs on the way to and from home/school and at school-sponsored activities as well as on campus.

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

Component:

People and Programs

Element:

Drug and Alcohol Education

Opportunity for Improvement:

Continue to decrease alcohol and drug use among students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Work closely with the UpValley Partnership for Youth Coalition to reduce drug and alcohol use in Calistoga.	Student mentoring through CLARO/CLARA	CLARO/CLARA	Principal	Group sign ups & Healthy Kids Survey results
The Calistoga Junior/Senior High School administrative team will meet regularly with the Calistoga Chief of Police and the Calistoga Diversion Counselor to review community and school issues that may have an effect at our site.	Monthly meetings		Principal	Meeting dates
Provide instruction on alcohol and drug use/abuse in 7th-10th grade physical education classes. In 2020-21, CJSHS adopted a new health curriculum (Positive Prevention Plus) that fully complies with the updated California Education Code, including the California Healthy Youth Act.	Curriculum	Curriculum resources and School Resource Officer	PE Teacher	Syllabus
Provide parent nights that provide information to parents related to drugs and alcohol.	Meeting dates	CLARO/CLARA & School Resource Officer	Principal	Meeting date
Participate in Red Ribbon Week activities.	Activities at lunch time	Red Ribbon Week	ACE Program Coordinator	Activities sign-up sheet
In a collaborative effort between the Calistoga Police Department and the Calistoga Joint Unified School District and as part of a tobacco education grant, a School Resource Officer will provide additional support in the parent and student instruction related to alcohol, tobacco, and drug use/abuse.	Classroom presentations and Parent Workshops	School Resource Officer	School Resource Officer	Meeting dates

Objectives	Action Steps	Resources	Lead Person	Evaluation
Vape detectors have been installed in student bathrooms.	Monitoring	School Resource Officer	School Resource Officer & Administration	Access report data for year to year comparisons

Component:

People and Programs

Element:

Social Emotional

Opportunity for Improvement:

Assure each student a safe, respectful, accepting, and emotionally nurturing environment free from harassment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Use all classes on campus to educate students about their rights and responsibilities.	Student handbook review at the beginning of the year	Student Handbook	Administration	Schedule of presentations and outline
Continue to address bullying and cruelty on campus. The main focus will be to form a diverse student group, whose purpose to discuss current campus issues, target behaviors, and plan/develop non-confrontational strategies to intervene. One major goal of the group is to create a critical mass to effect systemic change on campus.	Restorative practices/Listening groups	Restorative Practices and Listening Groups training provided to all staff	Administration/Counselor	A measured decrease in incidents of harassment among our students at Calistoga Junior/Senior High School. The data from the California Healthy Kids Survey will be used to determine the success of our goals.
After Class Enrichment (ACE), grades 7-9: ACE is an expanded learning program through the Napa County Office of Education that provides homework help, enrichment clubs, recreational sports, and group projects. It's an excellent place for students to further the learning that occurs during the school day, access computers and the internet, as well as collaborate with their peers. We work with students to set and achieve goals, explore new areas of learning, and apply this knowledge to our community and the world surrounding us. ACE meets every day in the junior high quad after school and is open until 6 pm.	Restorative Practice training to ACE staff	Restorative Practices training	ACE staff	A measured decrease in incidents of harassment among our students at Calistoga Junior/Senior High School. The data from the California Healthy Kids Survey will be used to determine the success of our goals.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Our school is fortunate to have mental health therapists from Mentis and Aldea to provide services to our students. Here is a description of the services Mentis and Aldea provides: “Our School-Based Programs in conjunction with local school districts in Napa Valley identify and provide counseling to children and teens in elementary, middle and high schools struggling with depression, violence, and family conflicts that are causing emotional, behavioral, and academic problems. We partner with student assistant programs in Napa, Calistoga, Howell Mountain, and St. Helena to ensure that students receive the professional help and support they need to feel and function better at home, school, and in the community. Our therapists work closely with the students and their families to address and resolve problems that are having a significant impact on high-risk youth in Napa County.”</p>	<p>Bi-monthly meetings to discuss referral list and updates on students</p>	<p>Mentis, Aldea, and Up Valley Staff</p>	<p>Marcela Rodriguez</p>	<p>A measured decrease in incidents of harassment among our students at Calistoga Junior/Senior High School. The data from the California Healthy Kids Survey will be used to determine the success of our goals.</p>
<p>In 2021, CJSHS adopted a new Social and Emotional Learning curriculum, Project Wayfinder, approved as a best practices curriculum by the Collaborative for Academic Social and Emotional Learning (CASEL).</p>	<p>Staff training on use of the curriculum</p>	<p>Project Wayfinder Trainers</p>	<p>Administration</p>	<p>End-of-year evaluation of curriculum. SEL student surveys.</p>

Component:

People and Programs

Element:

Emergency Preparedness, Organization, and Training

Opportunity for Improvement:

Update the emergency preparedness plan and have 100% of the members of the Calistoga Junior/Senior High School campus respond appropriately to emergency situations, including those related to fire, earthquakes, secure campus, lock-downs/barricade, and shelter-in-place as demonstrated by successful participation in emergency exercises.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Regular planning of drills and evaluation after each one.	Create a year schedule of drills.	Monthly schedule of past practices.	Administration	Regular drills will be run throughout the school year. Some of these drills will require staff and students to evacuate to the track. The following drills have been and will be practiced: earthquake, lockdown, evacuation, fire, and intruder.
When needed staff and students will receive training regarding actions to be taken during emergency situations on campus.	Emergency preparedness team will evaluate needed training by issuing a Skills Inventory of all staff.	Napa County Office of Education and Sonoma County Office of Education.	Emergency Preparedness Team Lead	Regular drills will be run throughout the school year. Some of these drills will require staff and students to evacuate to the track. The following drills have been and will be practiced: earthquake, lockdown, evacuation, fire, and intruder.
All staff will update emergency bags/buckets during the 2022-23 school year.	Inventory needed materials for emergency bags/buckets in each classroom.	Checklist of materials needed.	Emergency Preparedness Team Lead	Inventory of emergency bags/buckets.
Update and implement an Immediate Action Emergency Response for Schools Plan	Updates to emergency preparedness and inventory staff skills.	Calistoga Police Department and Fire Department. Napa County Office of Education and Sonoma County Office of Education.	Emergency Preparedness Team Lead	Regular drills will be run throughout the school year. Some of these drills will require staff and students to evacuate to the track. The following drills will be practiced: earthquake (Drop, Cover, and Hold on), lockdown/barricade, evacuation, shelter in place, and secure campus.
A two-way radio will be provided for all classrooms and office spaces in 2022-23 school year.	The Director of facilities will order the radios. Staff will receive training on when and how to use the radios.		Director of facilities and administration	Purchase order

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

Calistoga Junior/Senior High School Student Conduct Code

Conduct Code Procedures

The counselor will continue to help the administrative team resolve differences between students through dialogue and mutual resolution.

Rules regarding student behavior, including such areas as drugs, alcohol, tobacco, and violence, are clearly stated and published in the student handbook, which is updated annually.

Yearly classroom visitations by administrators provide a review of conduct policies and include prevention strategies related to (but not limited to) issues of drugs, alcohol, gangs, fights, harassment, weapons, and theft. Students are clearly taught that the school's jurisdiction covers students' activities on the way to and from school, as well as during the regular school day and school-related activities. Students are made aware that they are to report incidents that occur and that administrators will follow up. The "STOPit" app provides students with a way to report incidents anonymously.

Students are informed that firearms, including pistols, revolvers, or any device designed to be used as a weapon, such as a pellet, airsoft, and BB guns, are not allowed at school.

The school and district codes and gang policies are also reviewed and enforced.

A student with multiple California Education Code violations during his/her secondary school years may be referred for an expulsion hearing.

All incoming students with serious conduct issues meet with an administrator prior to enrolling.

Parent conferences are arranged for students who have truancy issues.

A student with excessive tardies or unexcused absences is required to attend a SART and SARB hearings. The student, parent/s, administrator, and attendance tech are required for these meetings.

Parents are notified of school suspensions in person, by phone call, and by letter.

Student Success Team meetings, initiated by any staff member, but frequently by our counselors, are held for students needing more assistance to succeed (attendance, behavior, grades, social, psychological, medical, etc.) The team consists of parents, student, counselor, administrator, and, when needed, the school psychologist, and others.

(J) Hate Crime Reporting Procedures and Policies

All school district superintendents and county office of education superintendents who operate educational programs are required to submit to the California Department of Education safe school assessment reports that contain specific numerical data on the incidents of crime, including hate crimes or hate-motivated incidents, occurring on their respective school campuses. Each school district or county office of education shall utilize the following procedure to report crime and hate-motivated incident data from school or program sites to the respective school district or county office of education superintendent and to the California Department of Education:

(1) Each administrator of a school site or county office of education program, or designee, shall complete a California Safe Schools Assessment School Crime and Incident Reporting Form (July 1, 2001) for each incident of crime, including hate crime or hate-motivated incidents. The information on the form includes, but is not limited to, identification of the crime or hate-motivated incident, victim characteristics, suspect characteristics if known at the time of the incident, and the actual or estimated dollar loss to the school district or county office of education resulting from a criminal act directed against property of the school district or county office of education. The site or program administrator shall use the crime and hate-motivated incident classification definitions as specified above in Section 700(b) and (d) and the reporting guidelines as specified below in Section 702(a) to determine if a crime or an incident is reportable for the purposes of the Safe Schools Assessment Program.

(2) The site or program administrator, or designee, shall retain on file for not less than three years the individual reports of crimes and hate-motivated incidents, on which the aggregate data is based, and any other required documentation, as specified below in Section 702(b).

(3) Each month, the data regarding reportable school crimes and hate-motivated incidents shall be reported to the designated person at the respective school district or county office of education.

(4) Any school district that has its own police department may have the chief of its police force or another administrator of the police department prepare the California Safe Schools Assessment School Crime and Incident Reporting Form (July 1, 2001) for its schools and submit the aggregated data to the California Department of Education.

(5) On or before February 1 and August 1 of each year, the respective school district or county office of education superintendent, or designee, shall aggregate the school crime and hate-motivated incident data reported by schools or programs within their jurisdiction and report the aggregated data to the California Department of Education.

(6) Beginning February 1, 1997, and thereafter, if a school district or county office of education chooses to submit its data to the California Department of Education in an electronic format, it must do so in a format designated by the California Department of Education. For the purposes of this section, an electronic format includes computer disk, modem transfer, or other electronic means.

Reportable crimes and hate-motivated incidents occurring at a school in the jurisdiction of another school district or county office of education shall be reported by the education agency in which the crime or hate-motivated incident occurred.

Note: Authority cited: Section 33031, Education Code; and Section 628.1, Penal Code. Reference: Section 48902, Education Code; and Sections 628-628.6, Penal Code.

Safety Plan Review, Evaluation and Amendment Procedures

1. The School Safety Plan shall be reviewed and updated by Calistoga Junior/Senior High School administrators annually.
2. The School Safety Plan is reviewed in its entirety two times per calendar year for staffing and policy changes.
3. The School Safety Plan is reviewed by Calistoga Junior/Senior High School staff, the leadership team, and School Site Council.

Safety Plan Appendices

Emergency Contact Numbers

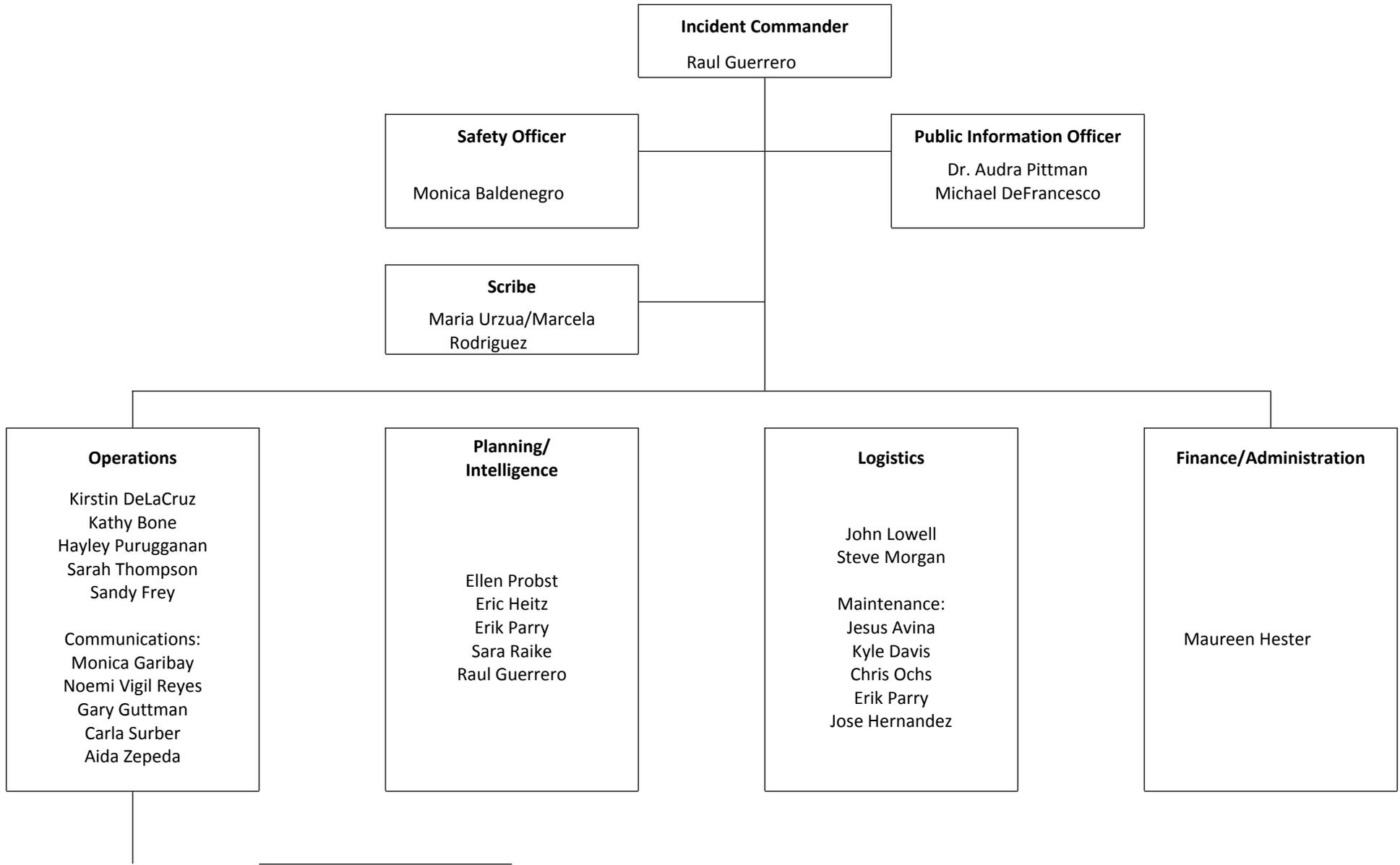
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Raul Guerrero, CJSHS Principal	707-942-6278 (work)	707-953-4137 (cell)
School District	Monica Baldenegro, CJSHS Vice Principal	707-942-6278 (work)	707-332-0244 (cell)
School District	Dr. Audra Pittman, CJUSD Superintendent	707-942-4703 (work)	562-201-5898 (cell)
School District	Chris Ochs, CJUSD Facilities Manager	707-942-4564 (work)	707-291-7205 (cell)
City Services	Calistoga Sewer and Water Authority	707-942-2828	
Emergency Services	AMR- American Medical Response (Ambulance)	855-267-5299	707-501-5280
Public Utilities	PG&E	1-800-468-4743	1-800-743-5002
Local Hospitals	St. Helena Hospital	707-963-3611	
Law Enforcement/Fire/Paramedic	Calistoga Police Department	707-942-2810	
Law Enforcement/Fire/Paramedic	Calistoga Fire Department	707-942-2840	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Reviewed and approved by School Site Council	12/14/2022	Agenda
Signed and approved by site principal	12/16/2021	
Reviewed by CJSHS Leadership Team	12/14/2021	

Calistoga Junior/Senior High School Incident Command System



**First Aid & Search
Teacher A**

Search & Rescue:
Ellen Probst
Ben Hartelt
Melissa Davis
Tyrone Sorrentino
Brandon Keeton
Vanessa Rodriguez
Rebecca Apolinar

First Aid:
Eric Heitz
Louise Owens
Maggie Swarner
Magali Mendoza

Crisis Intervention:
Jon Green
Rosa Rubio
Michele Craig-Morales
Marcela A. Rodriguez
On-Site Therapist from
Mentis/Aldea

**Student Release &
Accountability
TeacherB**

Student Release:
Marcela Rodriguez
Maria Urzua
Sara Raike
Alex Andary

Accountability/Assembly:
Jeanne Heck
Jessica Musser
Jeremy Grove
Heather Brooks
Nina Pedersen
Patty Arends
Elizabeth Torres
Taylor Russell
Lee Ann Ferrone
Diana Olguin

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Emergency Plan Prep

This plan is designed to provide a framework for protecting students, staff, volunteers, and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Napa County Office of Emergency Preparedness and Napa County Office of Education (NCOE). The Immediate Action Emergency Response plan has been modified from the San Mateo County Office of Education.

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

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

This plan is designed to provide a framework for protecting students, staff, volunteers, and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Napa County Office of Emergency Preparedness and the Napa County Office of Education (NCOE). The Immediate Action Emergency Response plan was modified from the San Mateo County Office of Education.

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

Step Two: Identify the Level of Emergency

Emergencies are described by one of the following three levels:

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

Level Two Emergency: A moderate to severe emergency, somewhat beyond the CJUSD response capability, which may require mutual aid assistance from the Fire Department, Police Department, etc. Examples: fire, severe earthquake with injuries, and/or structural damage.

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

Step Three: Determine the Immediate Response Action

Response and actions will be determined based on the emergencies are described by one of the following three levels:

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

Level Two Emergency: A moderate to severe emergency, somewhat beyond the CJUSD response capability, which may require mutual aid assistance from the Fire Department, Police Department, etc. Examples: fire, severe earthquake with injuries, and/or structural damage.

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

Step Four: Communicate the Appropriate Response Action

The Plan will be:

Initiated by the Principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CJSHS and performs those duties as assigned until released by the principal.

Reviewed at least annually by the Site Safety Committee (SSC).

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

New staff will be surveyed annually to identify strengths for team assignments.

The Emergency Teams will be updated at least annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

Types of Emergencies & Specific Procedures

Aircraft Crash

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

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The Plan will be:

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Implemented by all staff that will remain at CJSHS and performs those duties as assigned until released by the principal.

Reviewed at least annually by the Site Safety Committee (SSC).

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

New staff will be surveyed annually to identify strengths for team assignments.

The Emergency Teams will be updated at least annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

Animal Disturbance

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

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

New staff will be surveyed annually to identify strengths for team assignments.

The Emergency Teams will be updated at least annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

Armed Assault on Campus

DEFINITIONS:

Active Shooter – A suspect is actively engaged in violent behavior with a firearm against community members and is seeking to injure or kill as many victims as possible within a condensed period of time prior to the arrival of law enforcement. The suspect(s) actions may include shooting into an area where it is reasonably expected that people could be struck by the suspect(s) fire. These situations leave little or no time for proper planning and normally require law enforcement to take immediate action to end the threat.

Violent Intruder – A suspect is actively engaged in violent behavior without a firearm against community members and is seeking to injure or kill victims within a condensed period of time and prior to the arrival of law enforcement. The suspect may be armed with a weapon such as a knife, instead of a firearm.

RESPONSE:

In any situation, quickly determine the most reasonable way to protect your own life.

Remember that students or visitors are likely to follow the lead of faculty and staff members during an active shooter/violent intruder event.

PROCEDURES:

PA announcement, "Lockdown, Barricade."

Immediately and quickly bring into your classroom any students who are outside.

Lock doors, close blinds, and turn off lights.

Hide in the least visible locations and behind objects that can shield you. Stay away from doors and windows.

Be prepared to Run, Hide, and Fight if needed.

Biological or Chemical Release

Gas Leak or Chemical Release:

The person detecting the odor of natural gas or chemicals will:

Notify the school administrator(s)

Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

The school administrator(s) will:

Immediately call 9-1-1 and notify the Calistoga Fire Department (CFD) (707-942-2822) and provide:

building address,

site name

description of the odor, and

location of the odor

If ordered to do so, evacuate the building.

If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of Shelter in Place.

Notify Pacific Gas and Electric (PG&E) at 1-800-468-4743

If necessary, the Superintendent may order the school closed due to the gas leak or chemical release.

Bomb Threat/ Threat Of violence

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

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

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

Emergencies are described by one of the following three levels:

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

Level Two Emergency: A moderate to a severe emergency, somewhat beyond the CJUSD response capability, which may require mutual aid assistance from the Fire Department, Police Department, etc. Examples: fire, severe earthquake with injuries, and/or structural damage.

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

The Plan will be:

Initiated by the principal or designee when conditions exist that warrant its execution.

Implemented by all staff that will remain at CJSHS and performs those duties as assigned until released by the principal.

Reviewed at least annually by the Site Safety Committee (SSC).

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

New staff will be surveyed annually to identify strengths for team assignments.

The Emergency Teams will be updated at least annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

Bomb Threat or Suspicious Object Procedures:

Cue: PA announcement, "There's been a report of a possible suspicious object on campus. Please calmly evacuate to the football field, don't touch anything on the way."

Before evacuating, check your room for items you don't recognize. Do the same on the way to the football field. When you arrive at your designated location, report any suspicious items to the administrative team.

Doors remain open and unlocked.

Bus Disaster

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

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

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

Emergencies are described by one of the following three levels:

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

Level Two Emergency: A moderate to a severe emergency, somewhat beyond the CJUSD response capability, which may require mutual aid assistance from the Fire Department, Po5(A)e(e)1()-423((m)1(p)-a5(r)art1(nt,)-12afe)1c.SD ease Ficy, ce rthce the e1(,)-12andt

1. Drop, Cover, and Hold On

Get under desks/tables

Drop to knees with back to windows

Clasp both hands firmly behind the head, covering the neck

Bury face in arms, protecting the head

Hold on to the desk or table

2. Evacuate when signaled to the football field

When the shaking stops, the teacher directs students to evacuate the building and report to the evacuation area, and line up by your teacher's room designation.

3. Leave doors open and unlocked

4. Administration will notify when evacuation or lockdown is needed.

If necessary, the Superintendent may close the school due to structural damage and/or the need to keep students and staff safe due to the resulting damage from the earthquake.

There are basic types of emergency responses:

1. Evacuate (safer outside)

Staff will take their emergency pack, grade book, room keys, laptop, and personal items.

Before students leave the room, the staff will check the evacuation route to ensure it's safe. **DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.**

Staff will be the last to leave the room, ensuring all students have exited.

Staff and students will exit to the football field. Students will form a line with their classroom.

2. Lockdown, Shelter in Place, or Secure Campus (safer inside)

Explosion or Risk Of Explosion

The person detecting the odor of natural gas will:

Notify the School Administrator(s)

Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

The school administrator(s) will:

Immediately call 9-1-1 and notify the Calistoga Fire Department (CFD) (707-942-2822) and provide:

building address,

site name

description of the odor, and

location of the odor

If ordered to do so, evacuate the building.

If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions for Shelter in Place.

Notify Pacific Gas and Electric (PG&E) at 1-800-468-4743

If necessary, the Superintendent may order the school closed due to the gas leak.

Fire in Surrounding Area

POWER OUTAGES/ROLLING BLACKOUTS

Due to the Tubbs Fires in October of 2017, PG&E may conduct intentional power outages or rolling blackouts due to the need to prevent future fires in Napa County. Additionally, PG&E may conduct the same drills due to the need to conserve energy and/or power during times when the outdoor temperatures are in the triple digits.

It is the District's intent that the school will remain open during a power outage. However, if necessary, the Superintendent may order the school closed.

How to prepare for an outage:

Ensure portable lighting (i.e., flashlights and batteries) are available at CJSHS.

Keep hallways and pathways clear at all times.

Ensure school staff has established alternative teaching methods and plans to be used during power outages.

Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

During an Outage:

Contact School Administrator(s) if CJSHS is experiencing a blackout.

After 30 minutes, have school administrators walk through campus and check on the status of individuals in each building.

Ensure students use a buddy system when going to the restroom.

Do NOT use candles or gas lanterns.

Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

EMERGENCY EVACUATION PROCEDURES

CJSHS is responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, CJSHS must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and or cognitively/emotionally impaired must be assisted.

CJSHS must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:

The population of people with disabilities/special needs.

Appropriate signage and equipment (e.g., wheelchairs/stretchers) are needed for individuals with disabilities/special needs.

Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders.

Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CJSHS must identify safe evacuation locations to relocate the school population.

On-Campus Evacuation Location: Football field

See appendix for on-campus evacuation map "Evacuation Drill Procedures"

Off-Campus Evacuation Location: Napa County Fairgrounds

CJSHS students are to evacuate the school site, when directed to do so by district officials, to the following locations: Napa County Fairgrounds

Fire on School Grounds

FIRE DRILL

Cue: Fire Alarm and Announcement by Admin/Office Staff

Before you evacuate to the football field, wait for the admin/office staff to confirm there is a fire. Then evacuate.

Doors closed and unlocked.

Wait for the "all clear" announcement to return quietly to class.

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CJSHS is responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, CJSHS must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and or cognitively/emotionally impaired, must be assisted.

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Appropriate signage and equipment (e.g., wheelchairs/stretchers) are needed for individuals with disabilities/special needs.

Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders.

Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CJSHS must identify safe evacuation locations to relocate the school population.

On-Campus Evacuation Location: Football field

See appendix for on-campus evacuation map "Evacuation Drill Procedures"

Off-Campus Evacuation Location: Napa County Fairgrounds

CJSHS students are to evacuate the school site, when directed to do so by district officials, to the following locations: Napa County Fairgrounds

Flooding

Instruction from the Principal via the PA system or Radios.

Before you evacuate to the football field, wait for admin/office instructions. Then evacuate to the designated area.

Use the gym as an alternative evacuation area.

Doors closed and unlocked.

Emergencies are described by one of the following three levels:

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The Plan will be:

Initiated by the principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CJSHS and performs those duties as assigned until released by the principal.

Reviewed at least annually by the Site Safety Committee (SSC).

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

New staff will be surveyed annually to identify strengths for team assignments.

The Emergency Teams will be updated at least annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

Loss or Failure Of Utilities

POWER OUTAGES/ROLLING BLACKOUTS

Due to the Tubbs Fires in October of 2017, PG&E may conduct intentional power outages or rolling blackouts due to the need to prevent future fires in Napa County. Additionally, PG&E may conduct the same drills due to the need to conserve energy and/or power during times when the outdoor temperatures are in the triple digits.

It is the District's intent that the school will remain open during a power outage. However, if necessary, the Superintendent may order the school closed.

How to Prepare for an Outage:

Ensure portable lighting (i.e., flashlights and batteries) are available at CJSHS.

Keep hallways and pathways clear at all times.

Ensure school staff has established alternative teaching methods and plans to be used during power outages.

Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

During an Outage:

Contact school administrator(s) if CJSHS is experiencing a blackout.

After 30 minutes, have School Administrators walk through campus and check on the status of individuals in each building.

Ensure students use a buddy system when going to the restroom.

Do NOT use candles or gas lanterns.

Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

PLANNED POWER OUTAGES:

In the event of a planned PG&E power outage, we will not hold school if the outage occurs before the school day begins. This is because our schools would not have heat, air conditioning, or lighting and no means to prepare meals for our students.

CJUSD will communicate our intent to close the school as soon as reasonably possible after receiving a notice of an upcoming power outage from PG&E.

EMERGENCY EVACUATION PROCEDURES

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CJSHS must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:

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Appropriate signage and equipment (e.g., wheelchairs/stretchers) are needed for individuals with disabilities/special needs.

Training for school staff to assist individuals with disabilities/special needs.

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Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CJSHS must identify safe evacuation locations to relocate the school population.

On-Campus Evacuation Location: Football field

See appendix for on-campus evacuation map "Evacuation Drill Procedures"

Off-Campus Evacuation Location: Napa County Fairgrounds

CJSHS students are to evacuate the school site, when directed to do so by district officials, to the following locations: Napa County Fairgrounds

Motor Vehicle Crash

Emergencies are described by one of the following three levels:

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Psychological Trauma

Emergencies are described by one of the following three levels:

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Suspected Contamination of Food or Water

Emergencies are described by one of the following three levels:

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Contact Calistoga Police Department: 707-942-2810

Unlawful Demonstration or Walkout

Calistoga Joint Unified School District (CJUSD) supports our students' ability to exercise their First Amendment rights. While we cannot sponsor student protests and neither encourage nor discourage student protests, we understand that student leaders may choose to organize a local school walkout in coordination with national events.

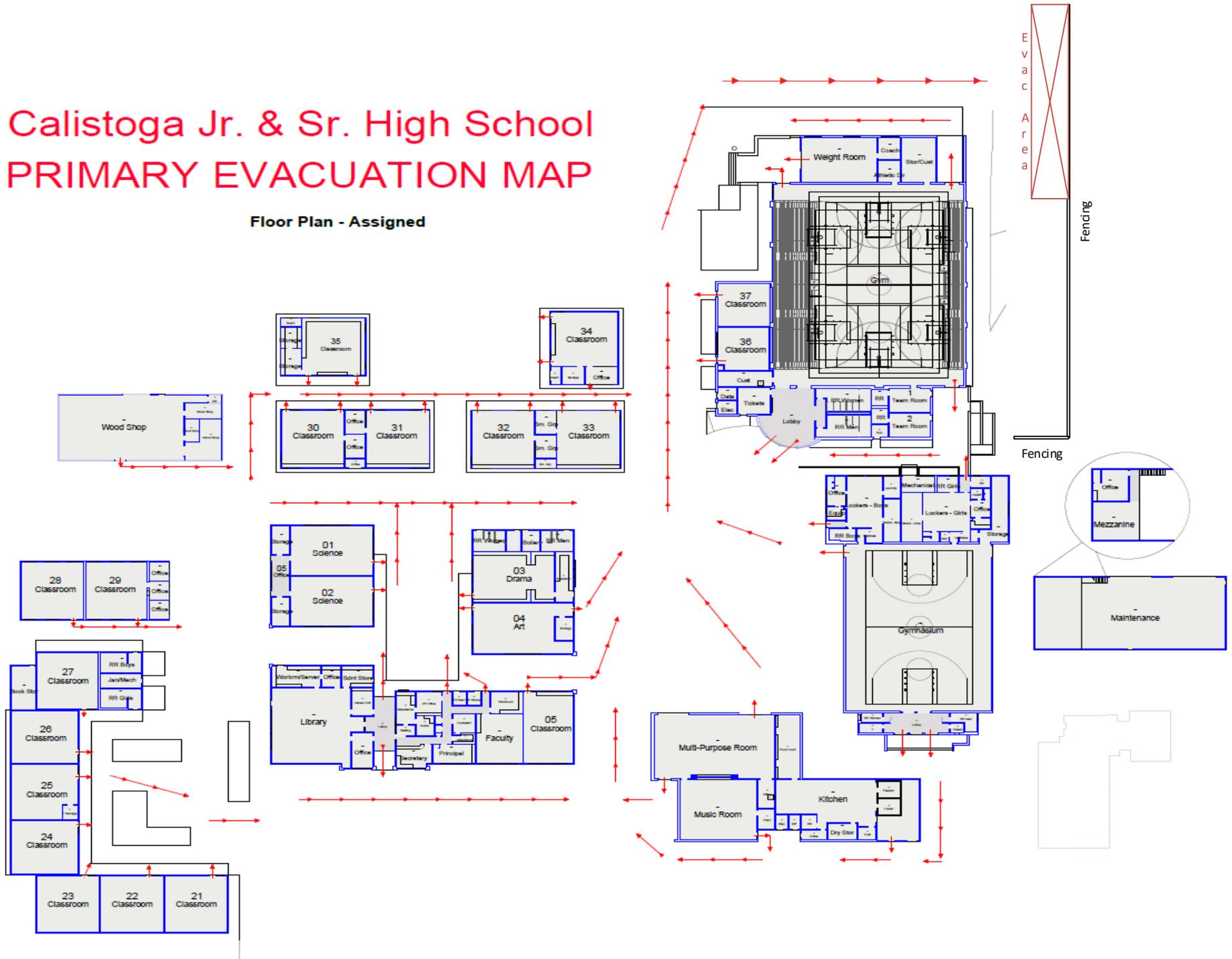
In the event of a planned walkout or demonstration at school, it's important to note that students are not obligated to participate, and teachers will remain in classrooms to teach students who choose to remain in the class. Those who do choose to walk out will not be penalized academically for their participation, and we will take attendance upon return to class.

In the event of student demonstrations, principals work with student leaders in our junior high school and high school to ensure safe and orderly walkouts. In alignment with that practice, staff also prepares ahead of time to create safe venues for students while providing alternative forums for expression that avoid disrupting class time. The District asks that students remain on campus for the duration of any walkout. CJUSD may involve additional campus supervision from administrators and/or police in order to maintain a safe environment during such events.

Emergency Evacuation Map

Calistoga Jr. & Sr. High School PRIMARY EVACUATION MAP

Floor Plan - Assigned





THE Big Five

Staff Packet • 2022-23

Immediate Action Emergency
Response for Schools



FOREWORD

Calistoga Joint Unified School District's Big Five protocols provide a shared understanding of emergency response using common language across the district and emergency response agencies. It is a partnership between CJUSD, Calistoga PD, and Calistoga Fire.

These protocols are modified from the work done by the San Mateo County Office of Education and Coalition for Safe Schools and Communities. The Big Five provides five immediate actions for school leaders to implement in any emergency. The Big Five action responses are Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation.

The Big Five is under constant review by the multi-disciplinary Steering Committee of the San Mateo County Coalition for Safe Schools and Communities. The Steering Committee meets regularly to review activities, analyze emerging challenges, and make recommendations.



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TRAUMA-INFORMED APPROACHES

To minimize detrimental mental health impacts on students and staff, school leaders are asked to use trauma-informed approaches when practicing and implementing the Big Five protocols. The following table provides grade-appropriate guidance for supporting students during the preparation, response, and recovery phases of an emergency. Specific recommendations for planning and implementing trauma-informed drills can be found on page 6.

	Preparedness	Response	Recovery
All Grades	<p>Staff: Train all staff on procedures Use the word “safety” when conducting drills</p> <p>Students: Practice grounding and calming skills with students</p> <p>Parents/Guardians: Educate parents on protocols Inform parents of safety drills well in advance</p>	<p>Staff: Remain calm Students take their cues from adults. Model calm confidence.</p> <p>Students: Have students learn and practice calming skills and exercises</p> <p>Parents/Guardians: Notify parents in home language as soon as it is safe regarding the situation or once the drill has concluded</p>	<p>Engage students in a movement activity</p> <p>Notice students who may be experiencing anxiety/fear. Check in personally with any students of concern and inform counselors or parents as needed.</p>
<p>Pre-K to Kinder</p> <p><i>Developmental Considerations:</i> Students require adult guidance to determine what action to take Engage in social stories with students instead of simulated drills No prior knowledge of the Big Five or emergency response actions</p>	<p>Students: Use Big Five posters as a visual tool Use <i>Think-on-your-Feet Peet</i> books to help students learn and prepare for emergency drills and responses</p>	<p>Staff: Act with confidence Use age-appropriate language</p> <p>Students: Allow/encourage students to hold a calming item (stuffed animal, book, small toy)</p>	<p>Praise students for what they did well during the drill</p> <p>Reinforce the concept that preparedness is key to overall school safety</p>



TRAUMA-INFORMED APPROACHES

	Preparedness	Response	Recovery
<p>1st Grade to 4th Grade</p> <p><i>Developmental Considerations:</i> Students can understand safety directions and instructions Students are capable of understanding purpose of safety drills Teachers/leaders engage in social stories with students instead of simulated drills</p>	<p>Students: Use Big Five posters as a visual tool Use Big Five story books and related curriculum to help students prepare and learn</p> <p>Parents/Guardians: Encourage families to discuss the Big Five Protocols and emergency preparedness at home using the Big Five Books</p>	<p>Staff: Give clear instructions and follow protocol</p> <p>Students: If needed, allow students to hold a calming item (stuffed animal, book, small toy)</p>	<p>Identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready</p>
<p>5th Grade to 8th Grade</p> <p><i>Developmental Considerations:</i> Students are capable of understanding purpose of safety drills Students benefit from adult direction but are able to perform Big Five actions independently Review prior knowledge of the Big Five protocols</p>	<p>Staff: Clearly post the Big Five Protocols in each classroom</p> <p>Parents/Guardians: Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home</p>	<p>Staff: Give clear instructions and follow protocol Emphasize cooperation as a class</p> <p>Students: Assign students to perform action steps during the incident</p>	<p>Acknowledge students who performed specific tasks and identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready</p>
<p>9th Grade to 12th Grade</p> <p><i>Developmental Considerations:</i> Students are able to identify probable dangers confronting a school Students benefit from adult direction, but are able to perform Big Five actions independently in an emergency</p>	<p>Staff: Clearly post the Big Five Protocol in classroom</p> <p>Students: Have students discuss what to expect during a drill or incident Assign students specific roles and have them walk through those actions</p>	<p>Staff: Give clear instructions and follow protocol</p> <p>Students: Assign students to perform specific action steps during the drill or incident</p>	<p>Spend time debriefing the drill or incident with the class Allow students to ask questions Identify how the class worked well together Move back into learning when class is ready</p>



CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911.

When calling 911, be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is not available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for every call received.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries.
- Know your cell phone number and be prepared to give the dispatcher an exact address

TEXT TO 911:

Text to 911 is the ability to send a text message to reach 911 emergency call takers from your mobile phone or device. However, because text to 911 is currently only available in certain locations, always make a voice call to contact 911 during an emergency whenever possible. Call if you can. Text if you can't.

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time they ask for it.



DRILLS AND EXERCISES

It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities before advancing to more complex and sophisticated drills and exercises. Use drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

TYPES OF DRILLS AND EXERCISES:

- **Orientation Seminar:** Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions
- **Tabletop Exercises:** Simulates an emergency situation in an informal, stress-free environment, elicits discussion and questions
- **Drill:** Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies
- **Functional Exercise:** Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources
- **Full-Scale Exercise:** Tests an entire community's response capability, uses real equipment, takes place in "real time"

STRATEGIES FOR TRAUMA-INFORMED DRILLS:

Students and staff may experience anxiety when anticipating and participating in drills. School leaders should take explicit steps to minimize the impact of drills on students and staff. Use a **TRAUMA-INFORMED** and developmentally appropriate approach to drills.

- Consider using social stories (short stories that depict the emergency response situation) or leading the class in tabletop exercises to practice Drop, Cover and Hold On, Evacuation, Shelter-in-Place, and Secure Campus Drills
- Conduct Lockdown / Barricade drills only with adult staff when students are not present



DRILLS AND EXERCISES

- Consider conducting a tabletop exercise with adult staff
- Use *Think-on-your-Feet Peet* storybook for PreK-5 students to engage in classroom activities and discussions about Lockdown/Barricade and other Big Five actions
- Conduct tabletop activities with students in 6th-12th grade, go over the procedures specifically for each Big Five Action
- Identify objects for students to hold for comfort
- Always announce drills in advance and prepare all participants as “surprise” drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during drills
- Make sure your school is ready for the type of drill planned
- Allow enough time for the exercise
- Gradually increase sophistication of exercises over time, but do not add unnecessary complications
- Adults should monitor students during the drill for signs of emotional distress and provide support accordingly
- Evaluate every exercise and conduct a debrief with staff and students



INCLUSIVE PRACTICES

This section lists inclusive practices that can be employed to assist students with non-ambulatory needs, cognitive and developmental needs, sensory needs and mental health needs.

- The needs of students will vary depending on the student
- It is important to model confidence and competence during a drill or emergency incident
- All students need to know that it is okay to feel afraid, sad, angry, or worried during an emergency incident and encouraged to talk about what they are feeling or experiencing
- Consider creating an Individual Emergency Plan for each student

For students with unique needs, consider creating an Individual Emergency Plan for each student.

Student Group	Actions
<p>All Students</p>	<p>Work with students prior to the emergency incident occurring to prepare them. State expectations and outcomes in a developmentally appropriate way (using story boards, social narratives, the Big Five Books or Picture Exchange Systems, etc.)</p> <p>Identify the stressors/triggers for particular students (e.g. noise, chaotic environment, change in schedule, items out of place, hiding in particular locations, etc.)</p> <p>With students who have difficulty with transitions, use a transition marker or surprise card (keep in the Teacher's Go Bag) during an emergency incident</p> <p>Use calming activities and soothing objects for students to hold (stuffed animal, stress ball, fidget spinner, etc.)</p> <p>If students use ASL, PECS, tablets or GoTalk for communication, use these for instructional commands during the incident</p>
<p>Visual/Auditory Needs</p>	<p>Use visual signals in conjunction with verbal commands (classroom signage, the Big Five Posters, desk sized visual aids related to the Big Five or even American Sign Language)</p> <p>Flash lights on and off to secure the student's attention after an announcement or when fire alarm is activated</p>
<p>Non-Ambulatory Needs</p>	<p>Students on crutches, canes or walkers should be evacuated as injured persons. Use a sturdy chair or one with wheels to move the student or help carry the person to the evacuation location</p> <p>Give priority assistance to wheelchair users with electrical</p> <p>Accompany students to the evacuation site and reunite student with their ambulatory equipment as soon as safe to do so</p>



INCLUSIVE PRACTICES

Student Group	Actions
<p>Cognitive/Developmental Needs Sensory/Autism Needs Mental Health Needs</p>	<p>Use the student’s reward/reinforcement systems to promote participation and following of directions</p> <p>Allow use of self-soothing behaviors, such as fidgeting, placing hands in pockets or hands in hair</p> <p>Speak slowly, whisper commands and avoid physical contact between others during drills and incidents if able to do so</p> <p>Provide earplugs/noise canceling headphones to decrease sensory input</p> <p>Allow students to color in the Big Five Activity Books, their own coloring pages or calming strategies during the emergency incident</p> <p>Be aware of students who may be vulnerable to stress or trauma, re-experiencing personal experiences or life circumstances or emotional vulnerability. Provide appropriate and timely services or referrals after the emergency incident</p>



THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis, an individual must think on their feet to determine the best course of action. These choices may include:

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Fight against an assailant in the most extreme circumstances

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

LOOK, LISTEN AND LEAVE: FIRE ALARM

The **LOOK, LISTEN, AND LEAVE** protocol is an important action to practice when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.



IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	RESPONSE
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather	Isolate students and staff from the outdoor environment. Go inside. If hazard is airborne, close doors, windows, and air vents. Shut down air conditioning/heating units. Continue instruction as planned
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/ or police activity off-campus and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
LOCKDOWN/ BARRICADE	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the “Look, Listen, and Leave” protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.





SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other environmental hazards. The procedures may necessitate closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

Allows for instruction to continue.

SHELTER IN PLACE:

- All heating, air conditioning, and ventilation systems may need to be shut down immediately depending on the hazard
- All pilot lights and sources of flame may need to be extinguished
- Any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices



SHELTER IN PLACE



STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system to; c) turn off fans
- Take attendance and call or email attendance report to school secretary or according to site protocol
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine





DROP, COVER, AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Most injuries in earthquakes are caused by breaking glass or falling objects
- Fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Stay alert to aftershocks
- Assist those with special needs to ensure safe cover for all
- Evacuate students to predetermined Evacuation Assembly Area and wait for further instructions.



DROP, COVER, AND HOLD ON



STAFF ACTIONS - INSIDE:

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate **DROP, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the neck with the other arm.
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass.
- Each time an aftershock is felt, **DROP, COVER, AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- When it appears safe to release from **COVER**, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary.
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area





DROP, COVER, AND HOLD ON

STAFF ACTIONS - OUTSIDE:

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER, AND HOLD ON** procedures
- Place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area



SECURE CAMPUS



SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue if all classroom and office doors are locked and all students and staff remain inside *through the duration of the event*, except for essential needs. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathrooming/Toileting
- Medical Needs/Response
- Mental Health/Wellness Needs/Response

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** as circumstances demand in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus allows for instruction to continue while the school takes preventative action in the event of a threat in the neighborhood surrounding a school. Lock all classroom/office doors, close entrance and exit points on the school's perimeter, and continue classroom instruction.





SECURE CAMPUS

SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander



SECURE CAMPUS



STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the “no entrance” and “no exit” protocol. Remain in the classroom or secured area and wait for further instructions.
- Be alert to the possibility that the response may elevate to **LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Be prepared to escort students to locations on campus for essential need breaks
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS - IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine





LOCKDOWN / BARRICADE

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During **LOCKDOWN / BARRICADE**, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

During a **LOCKDOWN / BARRICADE**, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.

Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock door from the outside with keys.

LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- Prioritize clear communication. Remove face covering if necessary.
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)





LOCKDOWN / BARRICADE

FIGHT:

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

LOOK, LISTEN, AND LEAVE: FIRE ALARM

If site alarm is triggered during Lockdown/Barricade, always respond with caution and **LOOK** and **LISTEN** for unusual or violent activity before initiating an evacuation **LEAVE**.

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot



LOCKDOWN / BARRICADE



STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE:

- *Immediately* move to the door and check for passing students. Divert as many students as possible into the classroom.
- Close and Lock the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard.
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder.
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- *Only if* there is a life-threatening emergency inside the room and there is no other way to request medical assistance. Place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on
- If safe to do so, take attendance and document students who are present in the room
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do NOT call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours





LOCKDOWN / BARRICADE

STAFF ACTIONS - IF STUDENTS ARE OUT OF CLASS AT TIME OF LOCKDOWN / BARRICADE:

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- Do not chase students who run. Let them go.
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and out of harm's way
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator.
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will bypass injured victims in order to neutralize the threat
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document individuals who are present in the room
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of Law enforcement. Be ready for lengthy stay of 2-4 hours



LOCKDOWN / BARRICADE



STAFF ACTIONS - IF STUDENTS ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

- Gather students together
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide, or fight the assailant
- Upon arrival at the pre-arranged location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement





EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **EVACUATION** will be preceded by a “**DROP, COVER, and HOLD ON**” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all



EVACUATION



EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of drills and training.

STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Bag, p. 30) including the student roster for current class and that of “Buddy Teacher” (p. 31)
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but unlocked
- Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instruction
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine



FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE:

- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call **911** immediately
- Do NOT move a severely injured or ill person unless necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury

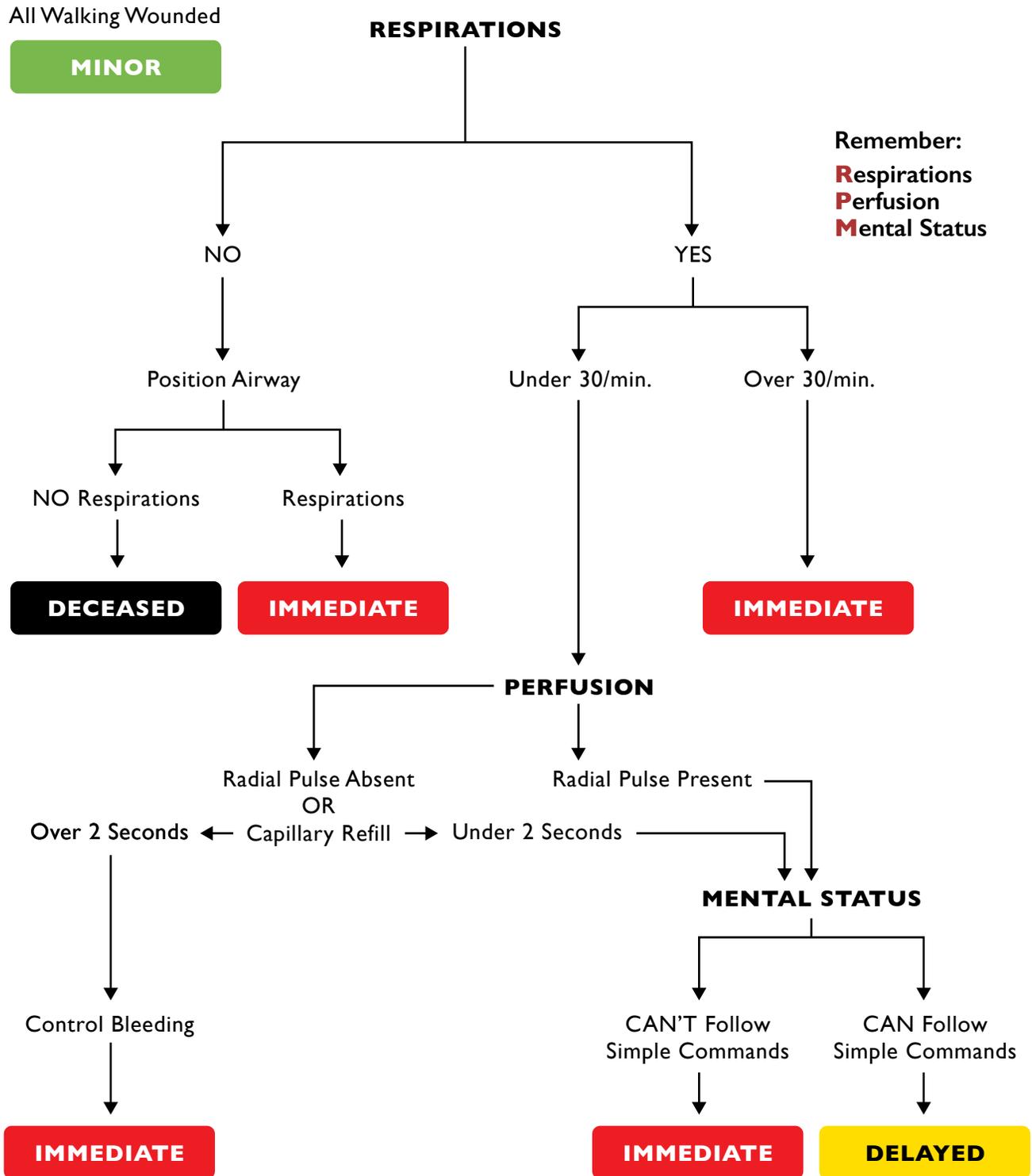
RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillowcases (disposable covers are suitable)
4. Wash cloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton-tipped applicators, individually packaged
11. Assorted adhesive bandages (1" x 3")
12. Gauze squares (2" x 2"; 4" x 4"), individually packaged
13. Trauma Pads (5" x 9")
14. Adhesive tape (1" width)
15. Gauze bandage (2" and 4" widths) rolls
16. Ace bandage (2" and 4" widths)
17. Splints (long and short)
18. Quick clot dressing
19. Cold packs
20. Triangular bandages for sling and safety pins
21. Tongue blades
22. Disposable facial tissues, paper towels, sanitary napkins
23. One flashlight with spare bulb and batteries



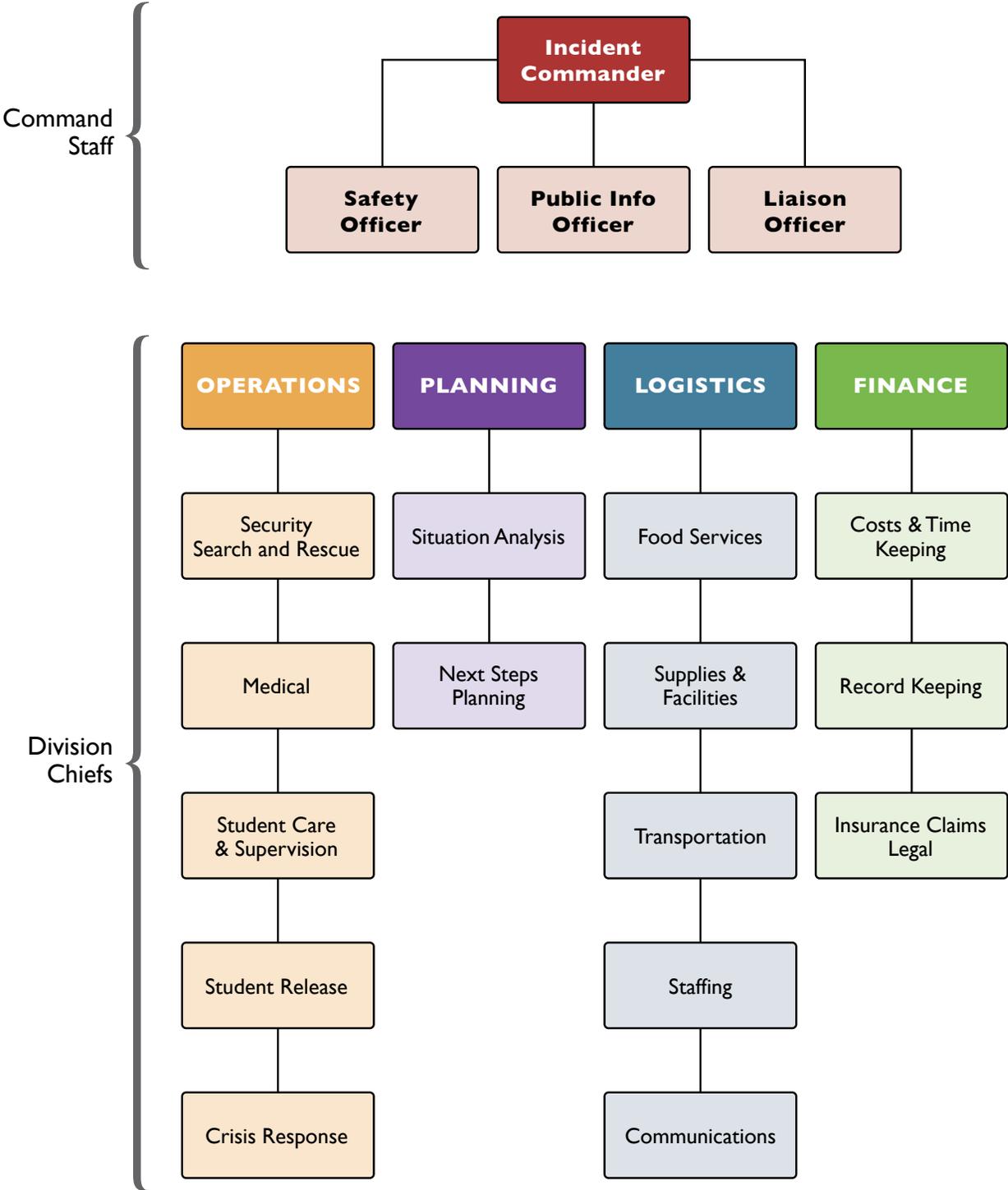
FIRST AID: TRIAGE

In **TRIAGE**, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.



SCHOOL INCIDENT COMMAND CHART

This chart should be used as a guide for school site and districts to plan their Incident Command Structure. At a School site the flexibility for each role is paramount as staff is not also on site or able to perform duties during an emergency. For an explanation of roles and job duty expectations, please see the *ICS Cards and Roles*.



GO BAG

Each classroom should maintain an up-to-date Go Pack. Each teacher is responsible to monitor the contents of their classroom's Go Pack and to obtain any materials that need replacing or updating. While other appropriate items might be included, each Go Pack must contain the following:

#	Item	Verified (Date)	Verified (by Whom)
1	Updated Class Lists		
2	"Buddy" Class Lists		
3	In-Room Attendance Forms		
4	Evacuation Attendance Forms		
5	Staff ID Placard w/Teacher Name		
6	Red Cross Placard		
7	Evacuation Routes Map		
8	Toilet Bucket w/privacy tent		
9	Pens/Pencils		
10	Individual Safety Plans of Students with Special Needs		
11	Green & Red Cards		
12	First Aid Kit		
13	Comforting Objects/Snacks (optional, depending on class)		



BUDDY TEACHER LIST

Use the chart below to assign Buddy Teachers for emergency evacuation purposes. Each teacher is responsible for assisting the Buddy Teacher's class evacuate should the need arise. The classroom Go Pack should contain current rosters for both classrooms.

BUDDY TEACHER ASSIGNMENTS

#	Teacher	Room No.	Teacher	Room No.
1				
2				
3				
4				
5				
6				
7				
8				
9				
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12				
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