


# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Jan Work Community School and Sawtooth Ridge Community School  
**CDS Code:** 26 10264 2630028 and 26 10264 0128645  
**District:** Mono County Office of Education  
**Address:** 451 Sierra Park Road  
Mammoth Lakes, CA 93546  
**Date of Adoption:** March 1, 2021

**Approved by:**

| Name            | Title          | Signature  | Date      |
|-----------------|----------------|--|-----------|
| Jake Suppa      | President      |  | 1-28-2021 |
| Sue Bouska      | Vice President | By teleconference  | 1-28-2021 |
| Greg Jennison   | Member         | By teleconference  | 1-28-2021 |
| Kathy Mandichak | Member         | By teleconference  | 1-28-2021 |
| Sara McConnell  | Member         | By teleconference  | 1-28-2021 |

## Table of Contents

|   |    |
|---|----|
| Senate Bill 187: Comprehensive School Safety Plan Purpose .....   | 4  |
| Safety Plan Vision.....   | 4  |
| Components of the Comprehensive School Safety Plan (EC 32281).....  | 6  |
| (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) .....                                     | 6  |
| (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....   | 8  |
| (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines .....                                     | 10 |
| (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....   | 12 |
| (E) Sexual Harassment Policies (EC 212.6 [b]) .....   | 14 |
| (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....                                   | 15 |
| (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) ..... | 16 |
| (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) .....                            | 16 |
| (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) .....                                  | 19 |
| (J) Hate Crime Reporting Procedures and Policies .....  | 21 |
| Safety Plan Review, Evaluation and Amendment Procedures .....   | 22 |
| Emergency Contact Numbers .....   | 23 |
| Safety Plan Review, Evaluation and Amendment Procedures .....   | 24 |
| Jan Work Community School and Sawtooth Ridge Community School Incident Command System.....                    | 25 |
| Incident Command Team Responsibilities .....  | 26 |
| Emergency Response Guidelines .....   | 27 |
| Step One: Identify the Type of Emergency .....  | 27 |
| Step Two: Identify the Level of Emergency.....  | 27 |
| Step Three: Determine the Immediate Response Action .....   | 27 |
| Step Four: Communicate the Appropriate Response Action .....  | 27 |
| Types of Emergencies & Specific Procedures.....   | 28 |
| Aircraft Crash .....  | 28 |
| Animal Disturbance.....   | 28 |
| Armed Assault on Campus .....   | 29 |
| Biological or Chemical Release.....   | 32 |

|  |    |
|--|----|
| Bomb Threat/ Threat Of violence .....          | 33 |
| Bus Disaster.....                              | 37 |
| Disorderly Conduct .....                       | 38 |
| Earthquake .....                               | 39 |
| Explosion or Risk Of Explosion .....           | 40 |
| Fire in Surrounding Area .....                 | 41 |
| Fire on School Grounds .....                   | 42 |
| Flooding .....                                 | 43 |
| Loss or Failure Of Utilities .....             | 45 |
| Motor Vehicle Crash .....                      | 47 |
| Psychological Trauma.....                      | 48 |
| Suspected Contamination of Food or Water ..... | 49 |
| Unlawful Demonstration or Walkout.....         | 49 |

## 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 [monocoe.org](http://monocoe.org).

### Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means Mono County Office of Education employees work towards ensuring that the building is safe. We believe that our students have a right to learn in a safe environment that is conducive to learning.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning and prompt and appropriate response of trained school personnel when a school crisis occurs. Mono County Office of Education staff must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. As such, administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

Jan Work Community School and Sawtooth Ridge Community School's Safe School Vision:

- To provide a safe, orderly, and secure environment conducive to learning
- To create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm
- To work collaboratively with the Mono County Superintendent of Schools office and governing Board to identify, establish and use strategies and programs to comply with school safety laws
- To develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood

- To develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience
- To work collaboratively with other Mono County schools to assist in a smooth transition from one school program to another
- To solicit the participation, views, and advice of teachers, parents, school administrators and community members and use this information to promote the safety of our pupils, staff and community

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

### **Jan Work Community School and Sawtooth Ridge Community School Safety Committee**

Kaysie Williams, Principal

Tammy Nguyen, Assistant Superintendent of Educational Services

Laura Timpano, Administrative Assistant Alternative Education

Carlton Gallant, JWCS Teacher

Jennifer Hellerud, SRCS Teacher

Steven Vernon, SRCS Student

Jaqueline Saucedo, JWCS Student

Brooke Martinez, Parent of JWCS student for 2017 update

Consulted with Thom Heller, Mammoth Lakes Fire Department for 2017 update

Consulted with Officer Daniel Hansen, Mammoth Lakes Police Department School Resource Officer for 2017, 2018, 2019 and 2020 update

### **Assessment of School Safety**

Review and assessment of the current safety needs will be conducted regularly. Principal, Office Support Technician and Office Manager are working closing together to keep improving the safety of students and staff. Because of COVID-19 precautions, the MCOE South office doors have remain locked and closed to the public since March 2020.

Jan Work Community School is one classroom located in the Mono County Office of Education administrative offices near the Mammoth Unified School District campuses and Sawtooth Ridge Community School is located in Coleville on the Coleville High School campus. The Community School Program provides instruction to pupils who are not currently successful in conventional public school settings. Parents, pupils, educators, and community members work together to ensure that our students have every opportunity to achieve and succeed. It is our commitment to make every effort to overcome any obstacles that might prevent the youth of Mono County from receiving a full and meaningful education. In short, we will do everything possible to help our students to graduate from high school. Each student is recognized as a unique individual. We feel each student is valuable and that the purpose of the community school's existence is to help each child reach his or her potential within a safe and supportive learning environment.

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

Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

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

MONO COUNTY DEPARTMENT OF HUMAN SERVICES CHILDREN'S ABUSE CRISIS HOTLINE- 24 HOUR ASSISTANCE (800) 340-5411

MAMMOTH LAKES POLICE DEPARTMENT (760) 965-3700

MONO COUNTY SHERIFF'S DEPARTMENT (760) 932-7549

#### **WHAT IS CHILD ABUSE?**

- Mistreatment of a child by a parent or caretaker that is non-accidental
- Physical abuse: hitting, burning, excessive discipline, etc.
- Sexual abuse: any sexual act by an adult in the presence of a child or to a child. This includes exposure, fondling, intercourse, oral copulation, sodomy, sexual exploitation
- Neglect: the failure of a parent or caretaker to provide adequate food, shelter, clothing, medical care, or supervision
- Emotional abuse
- Abandonment
- Cruelty

## WHY DO PARENTS ABUSE THEIR CHILDREN?

There is no one answer to this question. Every parent has the potential to abuse a child at some time. Neglect or abuse is not always willful or deliberate. It can result from the inadequacy or incapacity of the parent and can be caused by excessive stress or pressure. Parents are ordinary people who can be caught up in life situations beyond their control. When life circumstances become overwhelming, parents can lose control or become occupied to the point of negligence. In feeling terms, abuse occurs whenever a parent dumps negative feelings such as anger or rage on a child. The child's behavior may trigger the abuse... it is not the cause. When abuse in any form is repeated so that it becomes a pattern of behavior, a parent is recognized as having an abuse problem.

## COMMON INDICATORS OF PROBLEMS

### The Child:

- repeated or suspicious injuries or "accidents"
- neglected appearance
- passive/ withdrawn behavior
- disruptive behavior at home or school
- sudden personality changes
- sexual acting out

### The Parent:

- extremely socially isolated
- sense of failure, guilt as a parent
- immaturity, lack of parenting skill
- excessive discipline
- unrealistic expectations
- frustration with a "hard-to-manage" child
- inappropriate sexual contact or activity with a child
- feelings of loss of self-control

## WHO CAN HELP?

The prime functions of CPS include receiving, investigating, and evaluating reports of child abuse and neglect. CPS provides necessary services directly through agency personnel or through referral to community resources. In circumstances where CPS determines a child or children may need protection, law enforcement agencies may be involved as well.

## WHAT CPS CANNOT DO

CPS does not provide services in the following circumstances where there are no allegations of abuse or neglect:

- child custody disputes
- runaways
- substance abuse by the parent(s) or caretaker(s) (drug and/or alcohol)
- poor life-style of the parent or caretaker
- out-of-control children

A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

A Police or Sheriff's Department (not including a school district police department or school security department).

A County Probation Department, if designated by the county to receive child abuse reports.

A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A reporter shall not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

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

### **Disaster Plan**

School personnel can prevent unnecessary confusion and turmoil if they take some planning steps to minimize the possibility of further accidents or tragedy on the campus. Planned school-wide crisis response can significantly reduce disruption during times of high stress.

1. The school principal or designee shall be the only person to declare a campus emergency and may do so in situations including, but not limited to, fire, medical, earthquake, flood, bomb threat, civil disturbance or school shooting.
2. Students will be notified of a school campus emergency by the principal or designee.
3. When notified of a campus emergency, students shall immediately follow the procedure of one or more of the five basic "INITIAL ACTIONS".

Initial Action One, Building Evacuation Procedure:

1. Immediately prepare to calmly evacuate your students to the designated staging area
- 2 Take your Roll Sheet/Student Emergency Contact Numbers.
3. Close all doors behind you.
4. Upon arrival at your staging area, take roll and be ready to report any missing student(s).
5. Stay with your class and keep them together until the "All Clear" message is given.

Initial Action Two, Lock-Down Procedure:

1. Call 9-1-1
2. Keep students in classroom; if possible, direct any other students in the immediate area into your classroom.
3. Immediately lock all doors in the classroom.
4. Close all windows and blinds/curtains.
5. Ensure that your email account is accessible and that your cell phone is turned on, but set it to "vibrate."
6. Remain alert for instructions from the administrative office via phone, email or cell phone.



7. Take attendance and report any missing students to the attendance secretary.
8. Remain calm and if reasonable and appropriate, continue with instruction.

Initial Action Three, Duck and Cover Procedure:

1. Duck under a table or desk.
2. Cover and make sure your whole body is under the desk or table. Keep your head down between your legs.
3. Grab the legs of the table and hang on.

Initial Action Four, Shelter-In-Place Procedure:

1. Keep all students together in one room in the building, if possible, an interior room.
2. Move away from the windows and doors.
3. Ensure that your email account is accessible and that your cell phone is turned on.
4. Remain alert for instructions from the administrative office via phone, email or cell phone.
5. Take attendance and report any missing students to the attendance secretary.
6. Remain calm and if reasonable and appropriate, continue with instruction.

Initial Action Five, Run-Hide-Fight (When an active shooter is in the vicinity):

Run

1. Have an escape route and plan in mind
2. Leave your belongings behind
3. Keep your hands visible

Hide

1. Hide in an area out of the shooter's view
2. Block entry to your hiding place and lock the doors
3. Silence your cell phone

Fight

1. As a last resort and only when your life is in imminent danger
2. Attempt to incapacitate the shooter
3. Act with physical aggression and throw items at the active shooter

Call 9-1-1 as soon as it is safe to do so

Be prepared to share with law enforcement and/or the 9-1-1 dispatcher:

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

#### Abducted Student

1. Call 9-1-1
2. If observed, take notice of the vehicle model, color, and license plate number and possible route of vehicle.
3. Be ready to give the abductor's description.
4. Immediately contact the Principal or designee.
5. Keep other students calm and avoid speculative comments.
6. Await further instruction from the law enforcement or administration.

#### PROCEDURE FOR RELEASING STUDENTS

The staff shall make student safety their top priority. In the event of an emergency, students will remain under school staff supervision until they are picked-up by a parent, guardian, or person designated on the student's emergency release form. No Student shall be released until a) the identity of the adult picking up the student is confirmed and deemed legitimate, and b) the adult signs-out the student.

Students who are not retrieved by a parent/guardian will remain under staff supervision until appropriate arrangements can be made.

The school Administrative Assistant shall keep a current list of enrollees with parent contact and emergency release information.

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

Due to small size of our facilities, it is unlikely that a Public Agency would need the use of our buildings for Emergency Shelters. If needed, we would make these available.

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

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900) Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

#### AUTHORITY TO EXPEL

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

#### DUE PROCESS

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

EDUCATION CODE 48900.6: DISCIPLINARY ACTION/COMMUNITY SERVICE:

Instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, or the superintendent of schools, or the governing board, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instance where suspension or expulsion is required by this article. (Add. Stats. 1995, Ch. 972).

**EDUCATION CODE 48911 IN-SCHOOL/OUT-OF-SCHOOL SUSPENSION:** Actions taken by a student that are deemed to interfere with the educational process or with the rights of other members of the classroom. These violations may result in suspension not more than five consecutive days unless the suspension is extended pending expulsion.

**SEARCH AND SEIZURE.** School administrators have a responsibility for the safety of students and the security of the school. Because of this high standard of care, school officials have the legal right to search belongings, vehicles, or person on campus provided there is a reasonable suspicion that the student violated school rules or state law.

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

Welfare and Institutions Code 827 (b) states:

Notwithstanding subdivision (a), written notice that a minor enrolled in a public school, kindergarten to grade 12, inclusive, has been found by a court of competent jurisdiction to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Section 290 of the Penal Code, assault or battery, larceny vandalism, or graffiti shall be provided by the court, within seven days, to the superintendent of the school district of attendance. Written notice shall include only the offense found to have been committed by the minor and the disposition of the minor's case. This notice shall be expeditiously transmitted by the district superintendent to the principal at the school of attendance. The principal shall expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the minor. In addition, the principal may disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the minor whom the principal believes needs the information to work with the pupil in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability. Any information received by a teacher, counselor, or administrator under this subdivision shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff, and shall not be further disseminated by the teacher, counselor, or administrator except insofar as communication with the juvenile, his or her parents or guardians, law enforcement personnel, and the juvenile's probation officer is necessary to effectuate the juvenile's rehabilitation or to protect students and staff.

Specific crimes per WI Code 827(a)

The following list is a brief list of crimes reportable to schools and law enforcement as directed pursuant to WI Code 827(a). Please refer to Penal Code for additional details.

#### **GAMBLING AND ALCOHOL**

PC 330 and subsections thereof

PC 647 (f)- public intoxication

PC 647 (e)- open container

CVC 23136, 23140, 23152, 23190, and 23200- drunk driving

CVC 23222- open alcohol container in vehicle

#### **TOBACCO PRODUCTS**

Listed under PC 308

#### **WEAPONS**

PC 626.9- firearms on school grounds

PC 626.10- knives on school grounds

PC 12020- list of prohibited weapons

PC 12022- commission/attempted commission of felony while armed

PC 12025- concealed firearm

PC 12031- carrying loaded firearm

PC 12101- minor in possession of firearm or ammunition

#### ASSAULT AND BATTERY

PC 241- assault

PC 243- battery refer to PC244 to subsections

PC 245- assault with a deadly weapon or with force likely to produce great bodily harm

#### SEXUAL ASSAULTS

PC 261, 286, 288, 289

#### ASSAULTS USING FIREARMS INTO VEHICLES/DWELLINGS

PC 246, 247, 248

#### SEX OFFENSES LISTED UNDER PC 290

PC 290 requires certain offenders to register as sex offenders. This section applies to juveniles only if the minor was committed to the California Youth Authority. They are:

PC 290(a), 207(b)- kidnapping

PC 220- assault with intent to commit mayhem, rape, sodomy, or oral copulation

PC 243.4- sexual battery

PC 261, 262, 264.1- rape

PC 266, 266(c)- inducing sexual act

PC 267- abduction for prostitution

PC 285- incest

PC 286- sodomy

PC 288, 288(a), 288.5- lewd acts on a child

PC 289- penetration by a foreign object

PC 311, 311.2, 311.3, 311.4, 311.10, 311.11- obscene material

PC 314- indecent exposure

#### LARCENY (THEFT)

PC 460 (a), 460 (b)- burglary

PC 470- forgery

PC 484- theft

PC 488- petty theft

PC 487- grand theft

PC 496- possession stolen property

PC 499- joyriding

#### VANDALISM AND GRAFFITI

PC 594- vandalism

PC 640- graffiti

#### DRUG OFFENSES

Under the influence

H& S 11550

Marijuana

H&S 11357(a)- possession

H&S 11357(b)- possession less than one ounce

H&S 11357(d)- possession less than one ounce on school grounds

H&S 11359- sales

H&S 11360(a)- give away, transport or 11360(b)

H&S 11363- cultivation peyote

H&S 11366- maintaining a place

Methamphetamine, LSD, Mushrooms, Steroids, or PCP

H&S 11377(a)- possessions

H&S 11377(b)- steroids  
H&S 11378- sales methamphetamine  
H&S 11378.5- sales PCP  
H&S 11379- distribution noncontiguous county  
H&S 11379.5- (PCP) distribution noncontiguous county  
H&S 11379.6- manufacture  
H&S 11382- furnish in lieu of methamphetamine  
H&S 11353.5- possession of methamphetamine of school  
Cocaine, Cocaine Base, Heroin  
H&S 11350(a)- possession  
H&S 11351- sales  
H&S 11351.5- sales cocaine base  
H&S 11353.5- sales or give away on school grounds  
H&S 11353.7- sales in public place (under 14 years)  
H&S 11355- furnish in lieu of

PC 4573- possession of drug use in detention facility

#### OFFENSES LISTED UNDER 707(b) of WIC

Other WIC 707(b) offenses listed under other headings

#### Murder

PC 187(a), 189, 190, 191, 192

#### Arson

PC 451

#### Robbery

PC 212.5

#### Carjacking

PC 215

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

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of 1972 and is prohibited by both federal and state law. Kaysie Williams is the designated Title IX contact person at Mono County Office of Education for the students.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

#### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

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

The administration of Mono County Community Schools believes that appropriate dress and grooming contribute to a productive learning environment. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard, or a distraction, which interferes with the educational process.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings that cover student faces, shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

Clothing and personal adornment styles change frequently and any "dress code" which explicitly defines acceptable school wear quickly becomes out-dated. Therefore, school administrators have utilized the general guidelines listed above to make case by case judgements regarding appropriateness of school attire.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed as needed and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

“Colors” and/or bandanas are not to be worn at school. The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.

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

Students enrolled in Community School are responsible for their own transportation to and from the school site. Most students arrive to our campus walking, riding their bicycles/skateboards, using public transportation or dropped off by car. Occasionally, with parent permission, a Mono County Office of Education car may be used to pick up or take home a student. In Mammoth, crossing guards will assist students who cross Meridian Blvd. before and after school. Some Sawtooth Ridge Community School students ride the Eastern Sierra School District busses to and from school.

On occasion, the students at Jan Work are required to use the main entrance of the MCOE building rather than the classroom door. If the principal or designee believes there is a safety issue (snow build up, icy walkway, extreme wind, etc.), students will be required to abandon use of the classroom door until the safety issue is resolved.

Once students arrive on campus in the morning, they are not to leave campus unless they are signed out by a parent or guardian. If the campus is "open" for lunch, students may leave campus for their lunch period. All students who are being picked up from school before the end of the school day must be signed out. If students leave campus during the school day for counseling, internships, volunteer work or to attend college classes, a signed permission slip will be on file.

All visitors on campus are required to check in with the front desk upon arriving on campus. There are signs posted on both outside doors to the classroom reminding visitors to check in first.

#### **PROCEDURES FOR SNOW DAYS**

The Jan Work Community School generally follows the directive of the Mammoth Unified School District in regards to snow days. If the snow conditions require that the local schools be canceled (RED DAY), the Community School will also be canceled. If the snow conditions require a delayed opening (YELLOW DAY) for the local schools, Jan Work Community School will begin at 10 AM.

The Sawtooth Ridge Community School generally follows the directive of the Eastern Sierra School District in regards to snow days at Coleville High School. If Coleville High School has a snow day, or delayed start, so will Sawtooth Ridge.

In relation to school employees, the certificated teacher shall not report to work when a “RED” day is declared.

In the event a declared “RED” day creates a problem with the State’s required number of instructional days, a make-up day or days will be scheduled by the school to accommodate a 180-day teaching schedule.

#### **No Classes - Red Day Schedule**

In the event of inclement weather preventing the safe operation of school, staff will contact families. All students should receive a phone call. In the event that the student is not notified, the local radio and television stations will announce current school closures and weather announcements.

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

##### **Component:**

Safe and Orderly Environment Conducive to Learning at School



**Element:**

Creating a physical environment that ensures school-wide safety.

The policies and procedures of the Mono County Superintendent of Schools Office regarding health and safety of pupils and staff will be adopted as the policies and procedures of the Community Schools, in addition to any other policies and procedures deemed appropriate.

**PUPILS**

A. Certificated employees shall be responsible for contributing to the general development and welfare of the pupils under their direction. This should include direct attention to the following:

1. Exposure to fundamental knowledge and skills commensurate with maturity level
2. Health and guidance
3. Development of desirable habits and attitude

B. Instruction which provides for the individual needs of pupil shall be encouraged and fostered. Guidelines for governing the operation of activities and programs designed to provide such experiences shall be established under the direction of the appropriate division administrators, department directors, and program coordinators.

C. Teachers shall conduct a well-rounded educational program, including directing groups and classes, advising pupils individually, handling co-curricular activities, serving on educational committees, attending meetings called by administrators, performing functions related to ordering textbooks and instructional materials, handling pupil reports and attendance, and performing other reasonable assignments as needed.

Pupils will be subject to a behavior code which will be enforced while pupils are on campus to ensure a safe and productive environment conducive to learning. There will be a zero tolerance policy for weapons, drugs, and assaultive behavior.

**STAFF**

All site administrators shall be responsible for safety and welfare of the pupils and staff under their jurisdiction. They shall take immediate steps to improve or correct any unsafe conditions observed or reported to them.

Staff safety will continue to be a priority for the administration at the Community School. Classrooms are monitored and equipped with telephones.

Employees of the Community School are subject to the same security background checks as all other employees of the Mono County Superintendent of Schools Office. All permanent, part-time, and substitute employees will be fingerprinted for safety purposes. The application process screens prospective employees for past misdemeanor and felony convictions. Tuberculosis clearance will be required every four years for all permanent staff. Included in the employment packet for both certificated and classified staff, will be a provision for mandatory reporting of suspected child abuse.

**FACILITIES****A. Employees**

All teachers are reminded that they are responsible for the safety of all pupils who are assigned to them. Routine inspection of facilities shall be made periodically to assure maximum safety for all class members. All teachers shall be responsible for the physical environment of their rooms, and for reporting unsafe conditions in rooms or anywhere on the school site or facility. This includes attention to neatness, order, ventilation, structure defects, and care of furniture, books, supplies, and equipment.

As part of the contract services, routine building inspections will be done by the school administrator, the Police and Fire Department. All facilities must meet local safety standards. Once a semester fire and earthquake drill activities will be conducted.

**Opportunity for Improvement:**

Update the procedures and address physical environmental needs to ensure a safe school environment.

| Objectives   | Action Steps  |
|--|---|
| Maintain a current safety plan   | Update Safety Plan each year. Have teachers review safety plan with students each year.   |
| Update procedures and communicate the safety plan to staff and students  | Update and review procedures  |
| Ensure student safety by practicing initial action drills with staff and students  | Conduct Initial Action Drills: Duck-and-Cover, Shelter in Place, Lock Down, and Evacuation/Fire Drill   |
| Update and maintain acceptable levels of emergency supplies on campus to be used case of major disaster or shelter in place/lockdown situation | Purchase emergency supplies (portable first aid kit, water, water filter/tablets, blankets)   |
| Increase student safety by adding additional lock to inside classroom door   | Added safety lock to classroom door via hallway at JWCS, additional lock added to SRCS by ESUSD   |
| Increase student safety by adding a peep hole to outside locked classroom door   | Installed a peep hole at JWCS. SRCS peep hole installed February 2020   |
| Make MCOE office more secure   | Changed main entry door from master key to individual codes for office employees only, video cameras added to MCOE-S office (2 outside and 1 inside), Video camera added to outside of SRCS Fall 2020, Office staff attended a Threat Assessment training in April 2019, office staff and Cabinet had safety meetings in Fall 2019. |
| Make Sawtooth Ridge classroom more secure  | SRCS door remains locked at all times, video camera added to outside of classroom, SRCS classroom had an additional bolt added spring 2020  |

**Component:**

School Culture

**Element:**

Creating a positive atmosphere for learning

**Opportunity for Improvement:**

Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior and respect for others.

| Objectives  | Action Steps  |
|---|---|
| Increase student attendance to 91% or better average at each site with a personal goal of 95% or better for each student. | Provide rewards for weekly, quarterly and semesters. SARB letters sent and SARB hearings assigned as needed |
| Increase parent communication   | Update Facebook page, online parent portal to check grades, parent/family events, stakeholder surveys       |
| Increase awareness of Mission, Vision and Goals   | Post Mission, Vision and Goals in classroom and restrooms, share with parents/guardians                     |

**Component:**

Personal Characteristics of Students and Staff

**Element:**

Traits that students, teachers, administrators, and other personnel bring to campus

**Opportunity for Improvement:**

Ensuring students, teachers, administrators, and other school personnel receive ongoing in-service training to meet the changing needs of the student body

| Objectives   | Action Steps   |
|--|--|
| Improve student behavior                                 | Review Love and Logic strategies with teachers, reward students for good behavior, model strategies for dealing with frustration |
| Improve students' GPA                                    | Provide daily access to grade book program, have students set GPA goals each semester, reward students quarterly and at semester |
| Provide professional development opportunities for staff | Provide professional development   |

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Jan Work Community School and Sawtooth Ridge Community School Student Conduct Code**

The Mono County Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at the community schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

Prohibited student conduct includes, but is not limited to:

1. Behavior that endangers staff and/or students
2. Behavior that disrupts the orderly classroom or school environment
3. Behavior or statements that degrade and individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices
4. Harassment of students or staff, including bullying, intimidation, hazing, or any other verbal, written or physical conduct that cause or threatens to cause bodily harm or emotional suffering
5. Damage to or theft of property belonging to the school, staff or other students
6. Use of cell phones during instructional time without permission

7. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment
8. Profane, vulgar or abusive language
9. Plagiarism or dishonesty in schoolwork or on tests
10. Inappropriate dress
11. Tardiness and unexcused absence from school
12. Failure to remain on school premises in accordance with school rules

### **Conduct Code Procedures**

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardian
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Detention after school hours as provided in the section below entitled "Detention After School"
12. Community service as provided in the section below entitled "Community Service"
13. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
14. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during non-school hours on school grounds or, with permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

**(J) Hate Crime Reporting Procedures and Policies**

Mono County Office of Education is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

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

The Mono County Office of Education Superintendent of Schools recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Mono County Office of Education Superintendent of Schools and Community School staff are fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal oversees the development of a comprehensive safety plan that identifies major safety concerns as well as our goals for a safe school. The school safety plan is reviewed and updated annually by March 1st of each year. The Board approves the plan at a regularly scheduled meeting of the Board and the adoption of the plan is not to be a consent item. The Board reviews the comprehensive safety plan in order to ensure compliance with state laws, Board Policy and Administrative Regulation. More information about the Educational Code for School Safety Plans can be found at:

[http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=19.&chapter=2.5.&article=5.](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=19.&chapter=2.5.&article=5.)

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

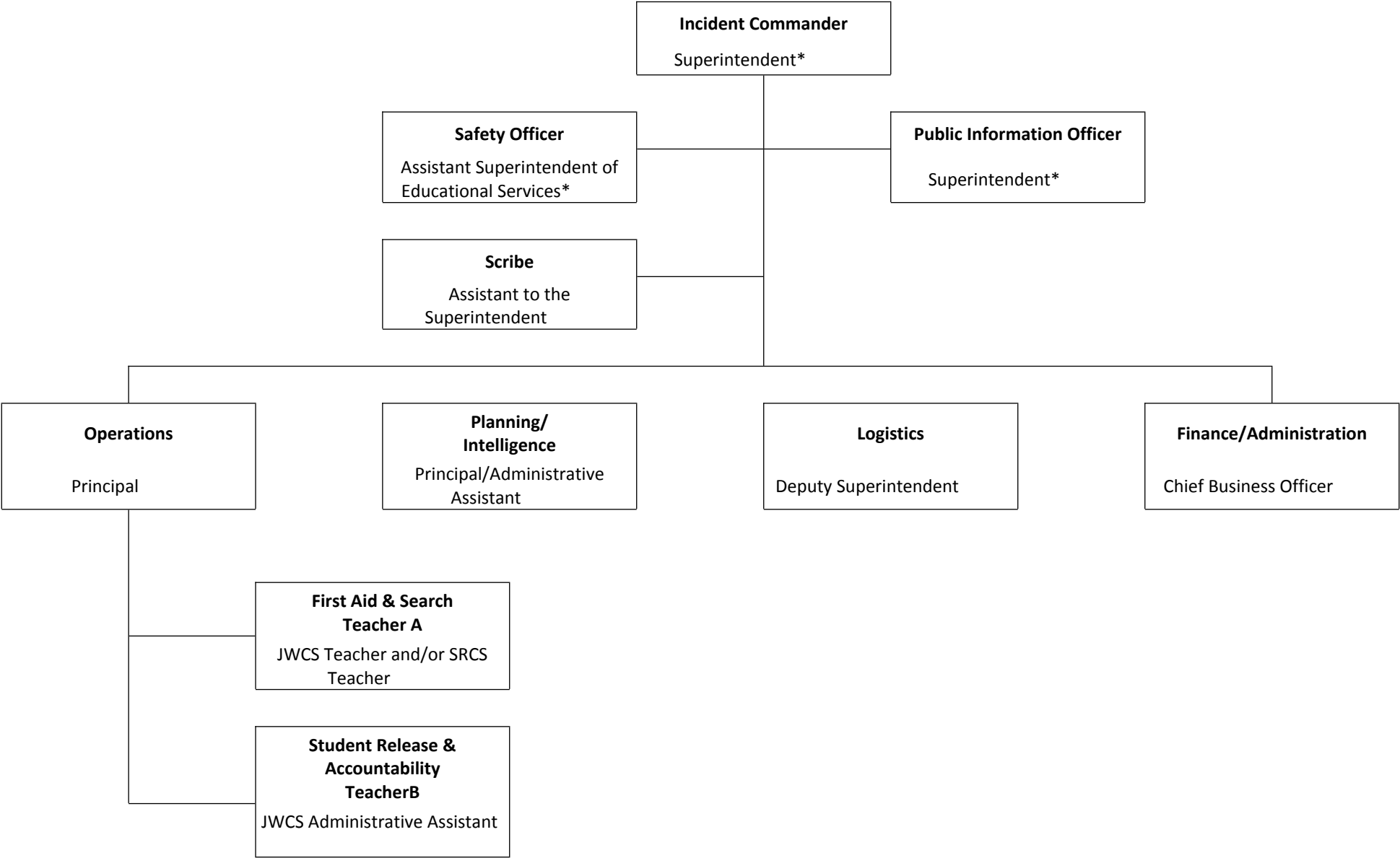
| Type                           | Vendor                             | Number                       | Comments |
|--------------------------------|------------------------------------|------------------------------|----------|
| Law Enforcement/Fire/Paramedic | Police - Fire - Paramedic          | 911                          |          |
| Public Utilities               | Mammoth Lakes Water District       | (760) 934-2596               |          |
| Law Enforcement/Fire/Paramedic | Mammoth Lakes Police Department    | (760) 965-3700               |          |
| Emergency Services             | Mono County Emergency Services     | (760) 932-5234               |          |
| Local Hospitals                | Mammoth Hospital                   | (760) 934-3311               |          |
| Radio Station                  | KMMT Radio 106.5                   | (760) 934-8888               |          |
| Radio Station                  | KBIS Radio 100.7                   | (760) 873-5329               |          |
| Public Utilities               | Southern California Edison         | (800) 442-4950               |          |
| School District                | Mammoth Unified and Eastern Sierra | (760) 934-6802 (760)932-7443 |          |
| Other                          | KOLO TV Station in Reno            | (775) 858-8888               |          |

### Safety Plan Review, Evaluation and Amendment Procedures

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc) | <b>Date and Time</b> | <b>Attached Document</b><br>(description and location)        |
|--|----------------------|---|
| Safety Plan sections updated to align language with Board Policy language              | January 2020         | Completed by Kaysie Williams, Mono County Office of Education |
| Safety Plan review with Sawtooth Ridge and Jan Work teachers                           | January 22, 2020     | Mono County Office of Education conference room               |
| Safety Plan review with Safety Committee student members                               | January 29, 2020     | SRCS classroom and JWCS classroom                             |
| Safety Plan review with all students at Sawtooth Ridge and Jan Work                    | February 3, 2020     | SRCS classroom and JWCS classroom                             |
| Safety Plan to Mono County Office of Education Board                                   | January 28, 2021     | Mono County Office of Education teleconference meeting        |



Jan Work Community School and Sawtooth Ridge Community School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

Because Jan Work Community School is located in the Mono County Office of Education building, the Superintendent of Schools will be the Incident Commander, and not the school principal. Our small number of students and staff also requires that some Incident Command Team Responsibilities are duplicated by the same people. Sawtooth Ridge Community School is located on the Coleville High School campus and can be included with CHS emergencies and drills. (Management positions are noted with \*).

### **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**

Identification of the emergency is determined by the Incident Commander

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

Following the identification of the emergency, the incident commander will determine the level of emergency

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

The level of the emergency is identified. Following the determination, a response is identified according to our Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these five basic "INITIAL ACTIONS:"

1. Duck and Cover
2. Evacuate Building
3. Shelter-In-Place
4. Lock-Down
5. Run-Hide-Fight (when an active shooter in vicinity)

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

Appropriate actions and response procedures are communicated to staff and individuals using the Incident Command System Organizational Chart and following the safety plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these five basic "INITIAL ACTIONS:"

1. Duck and Cover
2. Evacuate Building
3. Shelter-In-Place
4. Lock-Down
5. Run-Hide-Fight (when an active shooter in vicinity)

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.

Although these five basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the Incident Commander will provide direction in person or by other means as necessary.

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

### **Aircraft Crash**

Initial Action:

#### **DUCK AND COVER ACTION**

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.

The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.

Teachers will:

- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:

- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under desk or table
- Do not lie down, remain mobile and quiet
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the "All Clear" signal

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials if needed
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

### **Animal Disturbance**

Initial Action :

#### **SHELTER-IN-PLACE**

To be used in the event of:

Animal threat on campus - bees, dogs, etc.

Teachers will:

- Report to their rooms if possible

- Get everyone inside their rooms, including students and staff seeking shelter
- Close all doors and windows to exclude outside air if necessary.
- Take roll, and document the names of all students present
- Await further instructions from Incident Command staff or "All Clear" signal

Students will:

- Report to the nearest classroom, common room or office area
- Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems, stop outside air intrusion.

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

### **Armed Assault on Campus**

When an active shooter is on campus, Initial Action is RUN, HIDE, FIGHT

Run

1. Have an escape route and plan in mind
2. Leave your belongings behind
3. Keep your hands visible

Hide

1. Hide in an area out of the shooter's view
2. Block entry to your hiding place and lock the doors
3. Silence your cell phone

Fight

1. As a last resort and only when your life is in imminent danger
2. Attempt to incapacitate the shooter
3. Act with physical aggression and throw items at the active shooter

Call 9-1-1 as soon as it is safe to do so

Be prepared to share with law enforcement and/or the 9-1-1 dispatcher:

- Location of the active shooter

- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

Or Initial Action for

## LOCK-DOWN

To be used in the event of:

- Civil Disturbance
- Gunfire/Police action in vicinity
- Armed Intruder/Hostage situation on campus
- Hostage Crisis
- Other threat situation as appropriate

Teachers will :

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent and to silence all cellphones
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent and silence their cellphones
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logistics)

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

## INTRUDER ON CAMPUS PROCEDURE

When an unknown person (intruder) is found on school property:

Notify school office/Incident Commander.

- Ask another staff person to accompany you before approaching person.
- Politely greet person and identify yourself.
- Ask the purpose of the visit, and inform person all visitors must register at the office. If intruder's purpose is not legitimate, ask person to accompany you to office or exit.

If intruder refuses to go to office or leave, or you become aware that intruder is armed:

- Walk away from intruder and maintain visual contact from a safe distance, while other staff member calls 9-1-1 and notifies school office/Incident Commander:
- Provide a description of the intruder.
- Provide last known location.
- School office/Incident Commander will initiate an immediate school "LOCK DOWN" initial Action.

## LOCK-DOWN

To be used in the event of:

- Civil Disturbance
- Gunfire/Police action in vicinity
- Armed Intruder/Hostage situation on campus
- Hostage Crisis
- Other threat situation as appropriate

Teachers will:

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logistics)

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions
- School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Provide description of the intruder, and whether intruder is known to be armed. Provide last known location of intruder.
- Describe actions being taken to safeguard staff and students.
- Advise of the location of the school Incident Command Post.
- If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- Maintain "LOCKDOWN" until situation is resolved.

## IF YOU DISCOVER A HOSTAGE SITUATION:

School Incident Commander (or designee) will call 9-1-1 and:

- Identify the school and location.
- Provide description of the intruder, and whether intruder is known to be armed.

- Provide last known location of intruder.
- Describe actions being taken to safeguard staff and students.
- Advise of the location of the school Incident Command Post.
- If possible, maintain surveillance of intruder and update law enforcement upon arrival.

If hostage taker is unaware of your presence, do not intervene.

- Notify the school office/incident Commander.
- School Incident Commander will initiate immediate "LOCK DOWN".

Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:

- Treat the hostage taker as normally as possible and follow his/her instructions.
- Do not panic and calm students if they are present.
- Be respectful to hostage taker, ask to speak and do not argue or make suggestions.
- If hostage taker becomes violent initiate "ACTIVE SHOOTER" action - RUN, HIDE, FIGHT!

Only the designated spokesperson for MCOE shall comment to the media and respond to questions and concerns.

## **Biological or Chemical Release**

Biological or Chemical Release

### **HAZARDOUS MATERIAL RELEASE PROCEDURE**

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

#### **FOR ON-CAMPUS RELEASES WITHIN A BUILDING:**

Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
- If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
- If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind and uphill of the affected building.
- The school Incident Commander should initiate a "SHELTER-IN-PLACE" action for other buildings on campus. Windows and doors should be sealed with towels or jackets. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- The School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
- Provide the exact location of the problem.
- Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- The Incident Commander will establish a school Incident Command Post, upwind/uphill and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.



- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
- Could a Search and Rescue Group safely look for missing students?
- Should other buildings be evacuated?
- Should evacuees be moved to a safer indoor location (Shelter-in-Place)?
- Are any evacuees contaminated, and should they be separated from others?
- Can First-Aid be started on injured persons without contaminating others?
- Should a "Student Release" or "Off-Campus Evacuation" be started?
- The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

#### ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff

outside buildings are quickly moved indoors.

- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
- Provide the exact location of the problem.
- Advise of the location of the school Incident Command Post.
- The Incident Commander should consider initiating an immediate parent notification.
- At this point parents should NOT come to the school and risk being exposed to the chemical release
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
- Continue "Shelter-In-Place"
- Notify parents and initiate the "Student Release" procedure.
- Initiate an immediate "Off-Campus Evacuation" procedure.
- Issue an "ALL CLEAR" signal and resume normal school operations.

#### Asbestos Fiber Release

Disruption of asbestos-containing materials could result in a fiber release episode. Damage to asbestos- containing surface materials, insulation, or floor tiles could produce microscopic fibers that require specialized cleaning techniques and equipment.

If such an asbestos fiber release occurs, the following procedures will be followed:

- Evacuate the room, notify school administration.
- Turn off any HVAC equipment for the area that might distribute fibers.
- Restrict access to area until trained personnel investigate.
- Do not return to the room until qualified personnel have declared the area to be safe.
- Appropriate cleaning procedures to be completed by trained staff or Asbestos Response Team.

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

##### **BOMB THREAT PROCEDURE**

(Response Procedure may also be applied to "Suspicious Objects")

#### TOPICS:

- Introduction
- Assessing a Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

#### INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors. Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered. Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The "CALL TAKER INSTRUCTIONS" sheet and "TELEPHONE BOMB THREAT REPORT" form, found at the back of this document, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones.

#### ASSESSING THE BOMB THREAT

Schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received.

#### BOMB THREAT PROCEDURE

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat. The "Telephone Bomb Threat Report" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

- **LOW LEVEL** - The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.
- **MEDIUM LEVEL** - The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.
- **HIGH LEVEL** - May be driven by conscience or other reason to issue warning: The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously.

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, or threats were made during the disciplinary action, and/or the person is known to have violent tendencies. Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

## BOMB THREAT

### RESPONSE PROCEDURE - Part 1

**CAUTION:** There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as "High", unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

CALL 9-1-1 and provide information about the emergency:

1. Confirm address of school
2. Provide threat details - Supposed bomb location, Supposed detonation time, etc.
3. Provide location of school Incident Command post.
4. Describe best access for emergency responders - driveway
5. If possible, remain on line to provide updates

Conduct Threat Assessment - Then either evacuate buildings or Shelter-In-Place:

- If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
- If Shelter-In-Place, move all students inside.
- Establish a school Incident Command Post

If threat is deemed credible:

- Establish a command post at least 400 feet from campus buildings.
- Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment.
- Conduct building /site search.
- Cancel school and notify parents to pick up students from campus.
- Evacuate students to an off-campus site for pick-up by parents.
- Announce "All Clear" if and when it is deemed safe to do so.
- Conduct a scan of the area for any suspicious items.
- Employ runners to communicate.

## BOMB THREAT

### RESPONSE PROCEDURE - Part 2

**CAUTION:** There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as "High", unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

#### TEACHERS/STAFF

Initiate "BUILDING EVACUATION" or "SHELTER-IN-PLACE" - as directed.

**IF EVACUATING** - follow normal Evacuation and Student Accountability procedures, but **ADD THESE ACTIONS**:

- Have everyone in the room take their personal belongings with them. This will speed the "building search" process later.
- Tell Students to turn off their cell phones - and leave them off - for safety.
- While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- Report suspicious objects to the school Incident Commander as soon as possible.
- As assembly area is approached, scan for unusual, out of place, or suspicious objects.
- If anything seems out of the ordinary, move students to another location.
- If possible, keep students at least 300 feet away from buildings.
- Students should be in open areas away from cars, outbuildings, trash cans, etc.
- If you relocate, report your new location and reason for move as soon as possible. Use buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- Await further instructions or an "ALL CLEAR" announcement.

**IF SHELTER-IN-PLACE** is ordered:

- Follow normal Shelter-In-Place procedures.
- If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- Take all other steps outlined in the section "IF EVACUATING" above.
- Conduct a visual scan of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.

#### BOMB THREAT PROCEDURE - continued

The person most qualified to search a given area is the person who is most familiar with that area. If familiar with an area, a person can quickly scan it and answer these critical questions:

1. Is there anything unusual?
2. Is there anything out of place?
3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb **WILL NOT** resemble the familiar black ball with a fuse. A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container.

That is why the most important aspect of searching for an IED is to **LOOK FOR AN OBJECT THAT DOES NOT BELONG**. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

#### COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

TEACHERS: Classrooms.

ADMINISTRATIVE PERSONNEL: Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

#### BOMB THREAT ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will report to the school Incident Commander or designee for further instructions or assignment.

#### IF A SUSPICIOUS ITEM IS FOUND:

1. Call 9-1-1 and DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

#### BOMB THREAT PROCEDURE - continued

##### CALL TAKER INSTRUCTIONS

- Use the "Homeland Security Bomb Threat Check List" form as a guide while talking with the caller.
- Attempt to ask Questions 1 through 7, IN ORDER, and document key points of answers. Listen closely to detect other information about the caller.
- Try to detect items in "Description of Caller" and "Other Clues" section of form.
- Signal co-workers that you are receiving a bomb threat call.
- If possible, have someone pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- Stay calm and indicate your desire to cooperate with the caller. DO NOT antagonize or challenge the caller.
- Ask caller to repeat or explain anything you did not understand.
- Prolong the conversation as long as possible.
- Obtain as much information as possible.

#### Bus Disaster

(Please note, Mono County Office of Education does not provide bus services. We are leaving Bus Accident Procedures in our plan in case a charter bus is ever hired to transport our students.)

## BUS ACCIDENT PROCEDURE

### Bus Driver:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 9-1-1.
- Inform them a bus carrying students was involved, exact location, number of injured and type of injuries, county office or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- Do not discuss details of the accident with media.
- Do not release any students to anyone unless told to do so by school administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

### School Incident Commander (Principal or designee):

- Dispatch a school representative to the accident location.
- School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- Ensure any special health information or medication for any injured student is sent to the hospital.
- Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

## Disorderly Conduct

### Initial Action :

### LOCK-DOWN

To be used in the event of:

Civil Disturbance

Gunfire/Police action in vicinity

Armed Intruder/Hostage situation on campus

Hostage Crisis

Other threat situation as appropriate

### Teachers will:

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.

- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent and silence cell phones
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School officials
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logistics)

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

## **Earthquake**

### **EARTHQUAKE PROCEDURE**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be "Duck and Cover".

School Commander (Principal or designee):

- If necessary, call 9-1-1 to report damage and/or injuries
- After the shaking stops, initiate an EVACUATE BUILDING alert, if needed
- If necessary, initiate parent notification procedures.
- If necessary, establish an Incident Command post and activate appropriate Incident Command functions.
- Consider need for First Aid
- Consider need to dismiss school due to power loss, building damage or other factors.
- Consider need to evacuate staff and students to off-campus evacuation site.
- Implement parent notification and Student Release procedures as necessary.
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- Take attendance at the assembly area, and report any missing or injured students.
- Initiate first-aid if needed.
- Await further instructions from the school Incident Commander.

## **Explosion or Risk Of Explosion**

Initial Action:

EVACUATE BUILDING (Fire Alarm)

To be used in the event of:

Fire in building (on campus)

Chemical release in building

Gasleak in building

After significant earthquake

Building failure/potential failure due to damage or other condition

Or anytime building(s) must be immediately evacuated for any reason

Teachers will:

- Grab class attendance sheet and emergency bag
- Escort their students out of the building by the assigned (or safest) route to the school's assigned fire drill location
- Close classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Await further instructions from Incident Command staff

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers.
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

School Incident Commander will :

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

## **FIRE/EXPLOSION/BUILDING COLLAPSE**

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

Administration (School Incident Commander/Designee)

- CALL 9-1-1 and provide information about the emergency:
- Confirm address of school.
- Provide exact location of fire, explosion or collapse.



- Describe current situation, including damage and estimated number of injured. Provide location of school Incident Command post.
- Describe best access for emergency responders - driveway.
- If possible, remain on line to provide updates.
- Ensure fire alarm has been sounded
- If needed, announce changes in evacuation routes due to incident location.
- Establish a school Incident Command Post
- Assess situation and begin activating needed ICS functions, for example:
  - First-Aid
  - Safety Officer, Public Information Officer, Operations Chief positions
  - Meet arriving fire and police personnel
  - Identify the location of fire, smoke, explosion or gas smell. Advise locations of injured or trapped persons.
  - Provide last known location of any missing persons.
- Establish Unified Command with emergency response officials.
- Determine if it is necessary to:
  - Cancel school and notify parents to pick up students from campus.
  - Evacuate students to an off-campus site for pick-up by parents.
  - Announce "All Clear" if and when it is safe to re-enter the buildings.

#### Teachers/Staff

Upon discovery of a fire, explosion or building collapse, activate the fire alarm.

- Implement Evacuation procedures
- Use a secondary route if the primary route is blocked or hazardous
- Close, but do not lock, doors when leaving
- Inform the school office/school Incident Commander of the emergency
- Following evacuation:

1. Account for all students and check for injuries
2. Immediately report any missing, extra or injured students
3. Wait for additional instructions

#### Fire in Surrounding Area

Generally, SRCS will follow Coleville High School/Antelope Elementary School evacuation orders and JWCS will follow Mammoth Unified's evacuation orders. Location as to where to evacuate depends on the location of the fire. We will take the students to the evacuation center indicated by the First Responders.

Initial Action:

EVACUATE BUILDING and EVACUATE CAMPUS

To be used in the event of:

- Fire in Surrounding Area

Teachers will :

- Take emergency bag with attendance sheet
- Close classroom door after insuring that all students are out of the room
- Escort their students out of the building by the assigned (or safest) route to the assigned fire drill location or to parking lot for bus evacuation at SRCS or MCOE parking lot for JWCS county car fleet location. If necessary, SRCS teacher may evacuate students in personal vehicle if safe to do so

- Take roll once all students have arrived at the assigned area
- Await further instructions from Incident Command staff

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers. Assemble in the designated fire drill area or to specified evacuation location
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher
- Contact their parents via cellular phone when told to do so

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials and give instructions to contact families
- Convene Student Release team if needed, or make arrangements for students to be moved off campus to a safe location (Operations)

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

## **Fire on School Grounds**

Initial Action:

EVACUATE BUILDING (Fire Alarm)

To be used in the event of:

Fire in building (on campus)

Teachers will:

- Grab emergency bag and attendance sheet
- Escort their students out of the building by the assigned (or safest) route to the school's assigned fire drill location
- Close classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Await further instructions from Incident Command staff

Students will :

- File out of classrooms in a quiet orderly manner as directed by teachers.
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Action is rescinded when :

- It is deemed safe by the Incident Commander (Principal or other official)

- Teachers are given the "All Clear" or other instructions

#### Fire Drill Procedures

Fire Drills are conducted for three reasons:

1. To train students and staff to leave the building orderly, safely, and quickly in case of an emergency fire alarm.
2. To teach self-control in time of present and future emergencies in later life. The above aims can be accomplished only when the students see the importance of the task at hand. Here, the teacher and his/her attitude play an important part. Strict discipline (self-discipline and self-responsibility obviously are best) is required of all participants. Teachers must strive to obtain complete control of classes during drills and time of real emergencies so that students are able to form ranks and leave the danger area quickly and orderly, stop upon the order to do so, or react promptly to any directions that may be given. The above mentioned factors are a must if maximum safety is to be exercised.
3. To physically test the system. A different pull station should be used to initiate the drill each time.

Signals:

1. Shrill, continuous, noise
2. All Clear: Vocal announcement of "All clear."
3. Ringing of the bell (at SRCS only).

Time:

- Fire Drills will be conducted at least once each semester.

Teacher's Duties:

- To see that the room is cleared at the time of the drill and doors and windows are closed and door is locked.
- To lead the class to the safety zone in their designated area as soon as possible without hesitation.
- To conduct roll call and make sure all class members are accounted for.
- To instruct students who may be in areas other than the classroom at the time of a drill or emergency, i.e., restroom, library, office, gym, playground, etc., to report immediately to the designated safety zone.
- To prevent students from re-entering the building during the time of emergency or drill.
- To remain with their group until otherwise directed.
- To know where all fire alarms are located in their respective buildings.
- Become familiar with the location and use of fire extinguishers and pull stations in their respective buildings.

Safety Zone:

- The Safety Zone is in the library parking lot or at tables near the library at JWCS and the football field at SRCS.

Room Exits:

- Exit signs will be posted in each room

#### **Flooding**

Initial Action :

#### **SHELTER-IN-PLACE**

To be used in the event of severe weather event caused by these conditions: heat, cold, wind, thunderstorm and flood

Teachers will:

- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter. Close all doors and windows to exclude outside air if necessary.
- Take roll, and document the names of all students present
- Await further instructions from Incident Command staff or "All Clear" signal

Students will:

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems, stop outside air intrusion

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

## SEVERE WEATHER PROCEDURE

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, hail storm, snow storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather Watch" has been issued by the National Weather Service:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into permanent buildings. SRCS would go into either Coleville High or Antelope Elementary School, if necessary.
- Close facility doors, windows and blinds or curtains.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Review "Duck and Cover" procedures with students.
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a "Severe Weather Warning" has been issued in the school area, or if severe weather is being observed at or near the school:

- The school Incident Commander will initiate a "SHELTER-IN-PLACE".
- If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement "Duck and Cover" procedures until the threat subsides.
- The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- The school Incident Commander will rescind the "Duck and Cover" order. A Shelter-In-Place should temporarily be continued.

- The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the school Incident Commander will:

1. Continue "Shelter-In-Place" until campus can be made safe.
2. Give the "ALL CLEAR" signal and resume normal school operations.
3. Notify parents and initiate the "Student Release" procedure.
4. Initiate an "Off-Campus Evacuation" procedure.

## **Loss or Failure Of Utilities**

### **PUBLIC SAFETY POWER SHUTOFF (PSPS)**

During any given year, schools may experience a power failure at various locations ranging from a few minutes to several days. Typically, we do not close school unless there are compelling reasons to do so. Public Safety Power Shutoffs are new, and do not necessarily cause an emergency situation.

Teachers are equipped with emergency training and supplies to respond to many unusual situations. In most short-term power outage situations, there is adequate light from windows and emergency lighting, as well as warm enough conditions for instruction to continue. Teachers are prepared to cope with a short-term power failure and will continue to supervise students. While it may not be possible to continue the regular curriculum, teachers will be able to choose appropriate alternative activities and assignments as needed.

In the case of a power failure at the school site when school is already in session or if a power outage occurs before the school day begins, we will follow the following procedures:

In MOST CASES, the schools will be OPEN and regular classes held unless otherwise directed by the Superintendent. Classes will be on a regular schedule. Some special activities like field trips may be cancelled due to weather or power.

### **UTILITY LOSS OR DAMAGE PROCEDURE**

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

### **LOSS OF UTILITIES**

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last. When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

### **UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS**

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus. It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

#### UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

##### Gas Leak - INDOOR:

- Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
- If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire

alarm as it may create an explosive spark.

- DO NOT turn off lights or other electrical equipment which may cause a spark.
- Leave doors open to provide ventilation of the building.
- The school Incident Commander/designee will call 9-1-1:
- Give school name and address.
- Give location of gas leak - what building and what's leaking, if known.
- Describe best up wind and uphill access point for emergency responders - driveway/gate.
- Indicate that evacuation is underway and stay on the line to provide updates.
- The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- The school Incident Commander will determine whether to evacuate other buildings.
- Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
- If sheltering in place, SHUTDOWN HVAC systems to keep gas out of buildings.
- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- Do not reenter the building(s) until fire or utility officials say it is safe

##### Gas Leak- OUTDOOR:

- Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
- Move everyone upwind and uphill, at least 100', more if leak is major
- Post staff to prevent entry to the area
- Prevent vehicles from entering area
- Notify the school office/school Incident Commander
- The school Incident Commander/designee will call 9-1-1:

1. Give school name and address.

2. Give location of gas leak - what area of campus and what's leaking, if known.

3. Describe best UPWIND access point for emergency responders - driveway/gate.

4. Request 9-1-1 operator to call Gas Company (they have rapid access).

5. Stay on the line to provide updates.

- The school Incident Commander will determine whether to evacuate buildings.
- Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind/uphill of leak.

If sheltering in place, SHUTDOWN HVAC systems to keep gas out of buildings.

- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shutoff or building shut-off.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

#### UTILITY LOSS OR DAMAGE PROCEDURE - continued Electrical System Damage or Failure:

- If problem is in, or on, a school building and there is smoke or threat of fire:

1. Evacuate the building(s).
2. Close, but do not lock doors.
3. Notify the school office/Incident Commander.

- The school Incident Commander/designee will call 9-1-1:

1. Give school name and address.
2. Give location and nature of the electrical problem.
3. Describe best access point for emergency responders - driveway/gate. Indicate if evacuation is underway.
4. Request 9-1-1 operator to call Electric Company (they have rapid access).
5. Stay on the line to provide updates.
  - Incident Commander will determine need to evacuate buildings, if not already done.
  - Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut -off.
  - Do not reenter the building(s) until fire or utility officials say it is safe.
  - If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
  - If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
  - If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

#### Water/Sewer Line Break

- If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- Notify the school office/school Incident Commander.
- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- The school Incident Commander will assess situation and determine next step:
- Whether to evacuate buildings, if not already done.
- Need to remove water, and/or cover/remove contents to protect. Need to contact plumber, water removal specialists or others.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe.
- If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

#### Motor Vehicle Crash

Situations involving a Motor Vehicle Crash on or immediately adjacent to school property.

Initial Action:

#### DUCK AND COVER ACTION

To be used as the Initial reaction to any sudden event such as loud noise, gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.

Teachers will:

- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:

- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under desk or table
- Do not lie down, remain mobile and quiet
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the "All Clear" signal

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate MCOE officials if needed
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

### **Psychological Trauma**

In case of psychological trauma, the situation would be evaluated and then the appropriate steps would follow. The school psychologist would be involved in this type of incident. Some students may be referred to North Star Counseling or Mono County Behavioral Health. Teachers will be trained in suicide prevention each school year.

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students

(cf. 4131 - Staff Development)

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)



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

The situation would be evaluated and then the appropriate steps would follow according to the safety needs of the students.

### **Unlawful Demonstration or Walkout**

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.

The Superintendent or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

### **Prohibited Activities**

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

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight  
(cf. 3515 - Campus Security)
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)  
(cf. 5145.2 - Freedom of Speech/Expression)

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

- a. Organizing or participating in unauthorized assemblies on school premises
- b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
- c. Interfering with or unauthorized use of the district's computer system  
(cf. 6163.4 - Student Use of Technology)

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity

Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

### **Extension of Class Period and/or Dismissal of School**

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

The principal may also request that the Superintendent dismiss school in accordance with the school disturbance response plan.

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe.

Initial Action: Shelter in Place and/or Lock Down, Evacuation/Relocation as needed.

Teachers will keep students in their classrooms until notified that the disturbance has been controlled.

The principal or other designated person will address the group, informing participants of possible consequences of their actions.

1. Individuals who violate school policy by encouraging illegal demonstrations by fellow students may be immediately suspended.

2. Individuals who refuse to comply with school and civil regulations will be removed from the school premises by police, if necessary.

3. Participants in illegal demonstrations will be given 10 minutes to cease such activity and remove themselves from the area; those remaining at the end of 10 minutes may be subject to suspension from school.

4. Leaders of illegal demonstrations, either active in addressing the group or restraining the voluntary actions of any individual who wishes to return to class, should be addressed by name and told that should he/she persist in his/her actions, he/she may immediately be suspended from school.

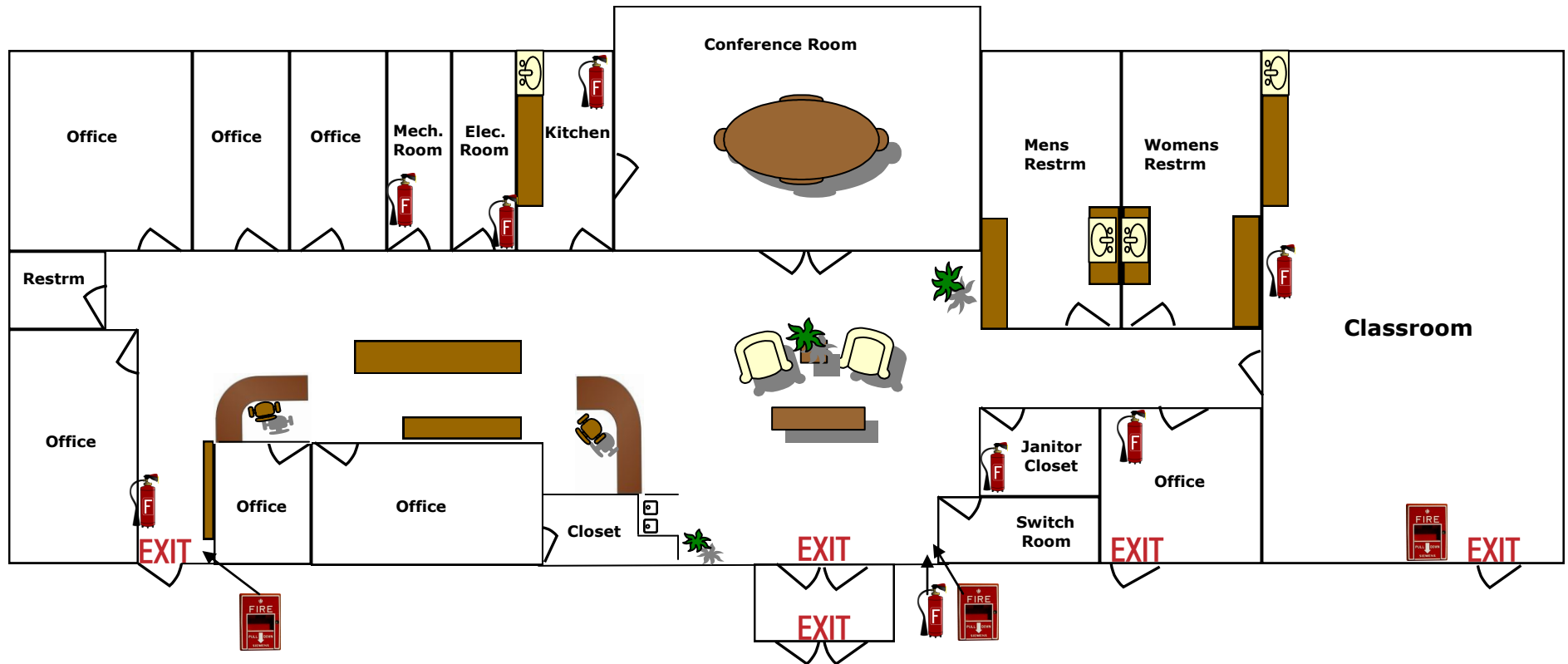
5. Students who are on the fringe of the demonstrations (onlookers) who do not honor the 10-minute dispersal request may be suspended from school and removed from the school property.

6. School personnel will not enter the group or take any action that will provoke violence.

7. Faculty members will escort students to their proper locations in the building, if necessary, to avoid disturbances in other areas of the building or to prevent such students from returning to the disturbance.

8. If deemed a safety issue, the principal may also request that the Superintendent dismiss school for the remainder of the day

**Mono County Office of Education / JWCS**  
**EMERGENCY EVACUATION MAP**  
**451 Sierra Park Road**



**To Library  
Parking Lot** →

**Sawtooth Ridge Community School / CVL HS Campus**  
**EMERGENCY EVACUATION MAP**  
**111591 Highway 395**

**Football Field — Locate Here**  
**Wait Here**

**Parking Lot**

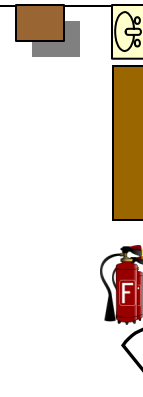
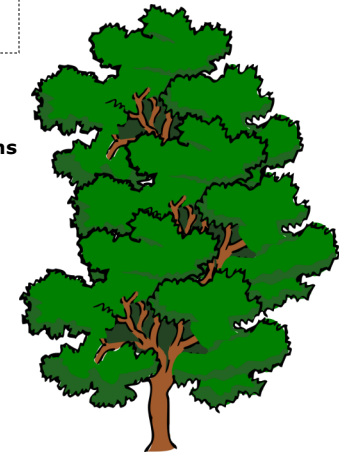
**SRCS Classroom**

**Womens**

**Mens**

**EXIT**

**To CHS →**



# BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

## If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

## If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

## If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

## Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

## DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

## WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police  
1-877-4-FPS-411 (1-877-437-7411)
- 911

# BOMB THREAT CHECKLIST

Date:

Time:

Time Caller  
Hung Up:

Phone Number Where  
Call Received:

## Ask Caller:

- Where is the bomb located?  
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

## Exact Words of Threat:

---

---

---

---

## Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

### Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

### Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

### Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

### Other Information:

---

---



Homeland  
Security

# COPING

## WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- Attempt to take the active shooter down as a last resort

*Contact your building management or human resources department for more information and training on active shooter response in your workplace.*

# PROFILE

## OF AN ACTIVE SHOOTER

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

## CHARACTERISTICS

### OF AN ACTIVE SHOOTER SITUATION

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to end an active shooter situation



**CALL 911 WHEN IT  
IS SAFE TO DO SO**

## HOW TO RESPOND

WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

### 1. RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

### 2. HIDE

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

### 3. FIGHT

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

**CALL 911 WHEN IT  
IS SAFE TO DO SO**

## HOW TO RESPOND

WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

## INFORMATION

YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

# **Mono County Office of Education**

## **School Plan for Safe Reopening**

Updated September 8, 2020

### **Mono County Community Schools**

The following School Plan for Safe Reopening is based on the CA Department of Education (CDE)'s guidance publication, *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*.

Per CDE, this guidance was created through the statewide reopening schools task force that fostered a collaborative process for our educators and stakeholders to lend their important voices. Also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, the intent of this document is to be a guide for the local discussion on safely reopening schools.

The Mono County Community Schools consist of two classrooms, one located in Mammoth Lakes, Jan Work Community School (JWCS), and the other located on the Coleville High School campus, Sawtooth Ridge Community School (SRCS). At this time, there are 7 students enrolled in JWCS and 5 students enrolled in SRCS. Each classroom has one teacher. Some families would like their children to return to in-seat when allowed and some families will have their children remain on distance learning for the duration of the semester or school year.

The following checklist provides information regarding Mono County Community School's plan for safe reopening and covers the following main categories:

- Local Conditions to Guide Reopening Decision
- Plan to Address Positive COVID-19 Cases or Community Surges
- Classroom Access
- Protective Equipment
- Physical Distancing
- Cleaning/Disinfecting
- Employee Issues
- Communication

### Local Conditions to Guide Reopening Decision



Mono County was removed from the state “watchlist” on August 23, 2020. The County has relaxed the stay-home/shelter-in-place order and the number of cases of COVID-19 have stabilized at this time. Testing for COVID-19 is available throughout Mono County in various locations and Mammoth Hospital remains in the “green” status. There is an adequate amount of PPE available for students, teachers and staff, as well as no-touch thermometers for taking temperatures. Additionally, there is a sufficient amount of cleaning supplies needed to properly clean our classrooms and facilities.

#### Plan to Address Positive COVID-19 Cases or Community Surges

Given our small number of students, our classrooms would be able to return to distance learning at any time if the local health official deemed it necessary to do so.

#### Classroom Access

Classrooms will limit nonessential visitors and volunteers. Face masks will be worn by teachers, staff and students at all times while inside the buildings or outside if at least 6 feet of social distancing cannot be maintained. Parents/guardians will be asked to call ahead of time if they plan to pick up their student early. Students will have their temperatures taken upon arrival at school. Staff and teachers are asked to take their temperatures at home prior to coming onto campus. Staff, teachers and students will be directed to wash their hands, or use hand sanitizer, when they enter campus. Students will be socially distanced in the classrooms with their seats being spaced at least six feet apart. At Jan Work Community School, each student desk will have a tape circle placed around each desk to remind others to stay out of the 6 foot area. At Sawtooth Ridge Community School, the large student desks will have tape 6 feet around the back reminding students to stay out of that space. At both school sites the teachers’ desks will have tape marked out on the floor to remind students to stay back at least 6 feet. In the event a student has a fever, an area of isolation will be provided at each school site. Staff who exhibit signs or symptoms will be dismissed for the remainder of the day to see a healthcare professional. Students will be dropped off and picked up by parents outside of school buildings.

#### Protective Equipment

Information will be provided to staff, students and parents regarding the use and washing of cloth face coverings. MCOE will also provide disposable face coverings or cloth face coverings as needed to all students and staff. The schools will honor all doctor notes regarding the use of cloth face coverings and will provide face shields where needed to students and staff.

All students and staff will be required to wear face coverings throughout the school day while in a socially distanced classroom.

### Physical Distancing

In both of our classrooms, students will sit at least six feet apart from one another throughout the entire instructional day unless students are from the same household, then they may be within 6 feet of each other. Weather permitting, students may be able to work outside of the classroom. Signage will be posted in each school setting to appropriately direct students and staff. Students will be supervised throughout the entire school day to ensure physical distancing. Students will receive their lunch in a physically distanced format and will eat their meals in their classroom or outside (weather permitting). Trash removal and cleaning of all classrooms will occur throughout the day. Staff will work with site administrators to assure safe usage of copiers, office supplies, etc.

Administration has met and negotiated with MCOE collective bargaining groups to determine the impacts on their respective work environments.

### Cleaning/Disinfecting

All sites will be cleaned in accordance with state and local health recommendations prior to the opening of schools and throughout the day once school is in session.

All students are assigned a one-to-one device that will not be shared day to day.

All staff will be trained prior to the start of school on proper cleaning agents, usage and spaces/items to be cleaned on a regular basis.

Students will have designated spaces to store their personal belongings and classroom supplies. Supplies will not be shared student to student unless disinfected by a staff member.

### Employee Issues

MCOE has negotiated the effects of this plan with each of our collective bargaining units. The appropriate staff members will be trained in each of the following areas: disinfecting, physical distancing, symptom screening, local health standards and recommendations, and suicide prevention. Training will be provided through Zoom video meeting, other online trainings, and/or flyers to be distributed. Employees shall work with human resources to discuss any higher risk they may have in dealing with their regular work duties.

### Communication

MCOE will provide parent meetings and distribute pertinent information regarding this plan. Information regarding PPE, guidelines for families, etc. will be sent home on a regular basis to ensure consistent communication.

MCOE will work with the Mono Health Department on the tracking of positive COVID-19 cases, as well as seek the advice of the Public Health Office on who needs to move into a 14-day quarantine status. Parents and staff will be contacted as deemed appropriate by the Mono Health Department and Superintendent.

### **EARLY START PROGRAM**

The Mono County Office of Education also operates the Early Start Program, working with children who have special needs (development delays, disabilities, and/or at-risk conditions), birth to three years old. This program operates out of the Early Start Center (ESC), located on Forest Trail Rd. next to the Community Center. Services for this program include weekly 60 minute individual home visits with each family, either at their home, park or other community locations (including the ESC on Forest Trail).

### **Reopening Plan:**

Goal: Provide Early Intervention Home Visits with individual families for up to 60 minutes weekly, bi-weekly, or monthly and in-person either at the Infant Center, outside, family's backyard, and/or family's outdoor space. Families may choose to continue to receive early intervention services via remote services such as Zoom, Facetime, etc.

For visits provided at the Infant Center and/or outside (i.e. park, playground, outside space/yard at family's home):

1. Sign-in station outside of front door of the Infant Center, weather permitting, with hand hygiene station
  - ☐ Sanitary wipes for wiping pen between use
  - ☐ Hand sanitizer, with at least 60% alcohol, provided at station
  - ☐ Staff member to screen child and parent.
    - ☐ Take temperature of child and parent at arrival prior to entering the Infant Center. Document temperature on temperature log.
2. Screening Procedures
  - ☐ Staff will maintain a log of the date and time of entry and exit of all staff, children, parents and visitors at the Infant Center.
  - ☐ Before families and staff come to the Infant Center or meet outside for their session, they should conduct a self-screening for signs and symptoms of COVID-19. Parents/guardians should assist younger children with the screening (a screening tool will be developed and approved for use).

- ☐ Families will be required to stay home when showing any symptoms or signs of sickness and will complete self-screenings of family and child (screening tool).
- ☐ Families will be encouraged to take their own and their child's temperature prior to their session at the Infant Center and/or outside.
- ☐ Families will be required to confirm that they do not have a fever, cough, or any shortness of breath.
- ☐ Symptoms related to allergies or a simple cold, will be held to the same rules and families/parent/child will not be able to attend until they are symptom free and/or have a note from a doctor that the symptoms are not COVID related.
- ☐ Staff will screen parent and child visually and by taking their temperature prior to entering the Infant Center or their session outside.
- ☐ Anyone who has been exposed to someone with COVID-19 in the past 14 days or has COVID-19 symptoms must not go to the Infant Center or meet for their scheduled session.
- ☐ Monitor staff and each family throughout their individual sessions for signs of illness; send home families and staff with a fever of 100.4 degrees or higher, cough, or other COVID-19 symptoms.

### 3. Staff Safety

- ☐ Staff will wear face coverings or masks.
- ☐ Staff will be required to stay home when showing any signs or symptoms of illness.
- ☐ Staff will participate in any provided training related to public health orders.

### 4. Family and Child Safety

- ☐ Family will be provided face coverings as appropriate and if needed.
- ☐ A maximum of one teacher/home visitor, parent, and child will be in the Infant Center at any given time. A parent may bring a younger sibling if needed such as an infant if that parent cannot leave the younger sibling with another family member at their home.
- ☐ Staff and the parent/child will interact with each other at a minimum distance of 6 feet apart from each other at the Infant Center and/or outside.
- ☐ In terms of any diapering, parents will conduct diaper changing in the Infant Center bathroom with proper safety protocols and guidelines.

### 5. Snacks

- ☐ If snacks are provided, they will be provided by a staff member, wearing gloves and a mask.

### 6. Education

- ☐ Staff will continue to teach parents and children about hygiene and social distancing to maintain health during the pandemic, and to prevent illness in general.
- ☐ Healthy habits will be part of each parent/child session.

#### 7. Indoor Cleaning

- ☐ EPA registered wipes and disinfectants will be used to ensure both safety and sanitization of all hard surfaces and toys.
- ☐ The classroom will be cleaned, and disinfected, between each 60 minute session, and again after the last session in preparation for the following day.
  - ☐ Bathroom
  - ☐ Kitchen
  - ☐ All hard surfaces, including toys
  - ☐ Any outdoor gross motor toys that were used
- ☐ All cleansers will be kept out of reach of children
- ☐ Staff will clean the room and materials while wearing gloves

#### 8. Toys and Equipment

- ☐ ALL soiled toys and materials used by children will be cleaned and disinfected before and after use (i.e. before sessions, in between sessions, and after last session)
- ☐ Toys, such as stuffed animals, that cannot be easily cleaned will not be used
  - ☐ If to soothe a child a stuffed toy is offered, it will be washed in a washing machine, in a hot water cycle, before being offered again
- ☐ A bin of soapy water will be kept available during each session.
  - ☐ Any toys that are put in a child's mouth will immediately be put in this bin of soapy water until it can be thoroughly washed and disinfected
- ☐ Paper children books do not need to be cleaned, any plastic or touch screen objects will be cleaned.
- ☐ Supplies to be kept on-hand:
  - ☐ Disposable 3-ply protective ear loop face masks for children
  - ☐ Disposable 3-ply masks for adults
  - ☐ 75% alcohol wipes
  - ☐ Bleach cleaning spray
  - ☐ Disposable gloves (size medium) latex free
  - ☐ Hand sanitizer

#### 9. In case of COVID-19 Exposure or Illness of Parent, Child, or Staff:

- ☐ The Centers for Disease Control and Prevention (CDC) guidelines for determining when a person who was recently in close contact with a

person with COVID-19 or a person with COVID-19 can return to work or school include:

- ☐ **Recently had close contact with a person with COVID-19:**
  - ☐ Stay home until 14 days after your last exposure.
  - ☐ Check your temperature twice a day and watch for symptoms of COVID-19.
  - ☐ If possible, stay away from people who are at higher risk for severe illness from COVID-19.
- ☐ **Have been diagnosed with COVID-19, or are waiting for test results, or have cough, fever, or shortness of breath, or other symptoms of COVID-19:**
  - ☐ Advise sick staff members and families not to return until they have met CDC criteria to discontinue home isolation.
  - ☐ Three days with no fever without fever-reducing medication and symptoms improved **AND** 10 days since symptoms first appeared.
- ☐ Guidelines for determining when a COVID-19 infected person can return to school or work continues to evolve as we learn more about COVID-19.
- ☐ In case of parent/child/staff exposure the program may be closed for 14 days for cleaning and to monitor all staff and students in isolation in their home environments.
  - ☐ After 14 days the site may reopen with those children who have met all the CDC requirements for attendance.

#### 10. Closures

- ☐ May occur due to COVID-19 within the program
- ☐ May occur at the order of the LEA administration
- ☐ May occur at the order of the local or state department(s) of health.
- ☐ In case of closure, distance learning will be offered to families.

### **Mono County Office of Education Inclusive State Preschool Program**

#### Background Information:

1. Classroom size: 39"x16" of child space, totaling 624 sq. ft.
  - a. Kitchen and bathroom excluded from measurement
2. Staff: 2 teachers, 1 instructional aide
3. Typical class size (regular phase 4): 15 children with and without special needs at a 60/40 ratio of typically developing to those with educational disability
4. Typical class hours
  - a. M-F 8:30-12:00 CSPP preschool option-4-year old's only
  - b. T-Th 1:30-3:00 discovery group for 3-year old's only

#### **Re-Opening Plan:**

CSPP broken into two groups, with a max of 7 students each, 3 staff

a. AM: 8:30-11:00 AM

b. PM: 12:30-3:00PM

c. 4-day program on-site instruction w/ collaborative distance learning support Fridays.

#### 1. Drop Off Procedures

Staggered arrival times in 5 min. increments

Sign-in desk outside of door, weather permitting, with hand hygiene station

- o Sanitary wipes for wiping pen between use
- o Hand sanitizer, with at least 60% alcohol, provided at desk
- o 1 parent only allowed at drop off and pick-up (preferably the same one)
- o Staff member to screen child and take temperature at arrival prior to entering room

#### 2. Screening Procedures

Staff will maintain a log of the date and time of entry and exit of all staff, children, parents and visitors

Before students and staff come to school, they should conduct a self-screening for signs and symptoms of COVID-19.

Parents/ guardians should assist younger children with the screening. (A screening tool will be developed and approved for use)

Families will be required to keep children home when showing any symptoms or signs of sickness and will complete self-screenings of family and child (screening tool).

- o Families will be encouraged to take their child's temperature prior to bringing them to school
- o Families will be required to confirm that their child does not have a fever, cough, or any shortness of breath.
- o Symptoms related to allergies or a simple cold, will be held to the same rules and children will not be able to attend until they are symptom free and/or have a note from a doctor that the symptoms are not COVID related.

Staff will screen children visually and by taking their temperature prior to entering the classroom.

Anyone who has been exposed to someone with COVID-19 in the past 14 days or has COVID-19 symptoms must not go to a school site.

Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough, or other COVID-19 symptoms.

### 3. Staff Safety

Staff will wear face coverings or masks

Staff will be required to stay home when showing any signs or symptoms of illness.

There will be/is a plan for substitute staff members to cover for ill or quarantined staff

If, due to staff illness(es), the ratio cannot be maintained class will be cancelled

Staff will participate in any provided training related to public health orders

### 4. Child Safety

Children will be provided face coverings as appropriate

A maximum of 7 children and three staff will be in the room at any given time.

- o Activity groups will be conducted with a minimum distance of 6 feet between them.

- o Circle time activities will be held with a minimum of a hula-hoop of space around each child.

- o Staff will work together to work with the same children throughout the day. (ex: each staff will be responsible for 2-3 specific children throughout the day keeping in a group within proximity of the other groups but maintaining distance to the highest degree possible within the classroom.

No use of elementary playground equipment

- o Instead gross motor materials that can be disinfected will be used outside on the field only

- o Students will be encouraged to use materials at a safe distance from each other (6 ft.+)

In terms of any diapering, all CFOC safety/sanitary guidelines shall continue to be followed

Families will be asked to provide at least one change of clothes daily in case of bodily fluids (accidents, vomit, excessive mucus, or tears)

Each child will have their own plastic bin containing their own frequently used supplies: crayons, markers, pencil, glue stick, glue bottle, scissors, sticker pad/stamper, playdough



## 5. Child Ratio

Classroom space allows for 1 child per 89 sq. ft.

7 children and 3 adults per 624 sq. ft.

## 6. Meals and Snacks

Guidelines per CSPP

Meals will be plated for the children by an adult, wearing gloves. (no family style; no children self-serving or serving peers)

Children will sit at three separate tables with more than 6ft between tables.

2-3 children with 1 adult per table based on groupings established at onset of instructional day

## 7. Education

Staff will continue to teach children about hygiene and social distancing to maintain health during the pandemic, and to prevent illness in general

Healthy habits will be part of the weekly curriculum

## 8. Indoor Cleaning

EPA registered wipes and disinfectants will be cross checked with CSPP allowed cleansers to ensure both safety and sanitization of all hard surfaces and toys.

The classroom will be cleaned, and disinfected, between morning and afternoon sessions, and again after the afternoon session in preparation for the following day

- o Bathroom

- o Kitchen

- o All hard surfaces, including toys

- o Any outdoor gross motor toys that were used

All cleansers will be kept out of reach of children

Staff will clean the room and materials while wearing gloves

High frequency surfaces will be cleaned every 90 minutes, and ensuring adequate ventilation

## 9. Toys and equipment

ALL soiled toys and materials used by children will be cleaned and disinfected before and after use (i.e. before class, in between classes, and after class)

Toys, such as stuffed animals, that cannot be easily cleaned will not be used

If to soothe a child a stuffed toy is offered, it will be washed in a washing machine, in a hot water cycle, before being offered again  
A bin of soapy water will be kept available during class.  
Any toys that are put in a child's mouth will immediately be put in this bin of soapy water until it can be thoroughly washed and disinfected

Paper children books do not need to be cleaned, any plastic or touch screen objects will be cleaned

Supplies to be kept on-hand: (ordered by staff via Amazon prior to opening)

- o Disposable 3-PLY Protective Ear loop Face Masks for Kids
- o Disposable 3-ply masks for adults
- o 75% alcohol wipes
  
- o Clorox Clean-Up with bleach
- o Disposable gloves (size large) latex free
- o Storex small cubby bins with covers

10. In case of COVID-19 Exposure or Illness of Student or Staff:

The Centers for Disease Control and Prevention (CDC) guidelines for determining when a person who was recently in close contact with a person with COVID-19 or a person with COVID-19 can return to work or school include:

Recently had close contact with a person with COVID-19:

- o Stay home until 14 days after your last exposure.
- o Check your temperature twice a day and watch for symptoms of COVID-19.
- o If possible, stay away from people who are at higher risk for severe illness from COVID-19.

Have been diagnosed with COVID-19, or are waiting for test results, or have cough, fever, or shortness of breath, or other symptoms of COVID-19:

- o Advise sick staff members and students not to return until they have met CDC criteria to discontinue home isolation.
- o Three days with no fever without fever-reducing medication and symptoms improved AND 10 days since symptoms first appeared.

Guidelines for determining when a COVID-19 infected person can return to school or work continues to evolve as we learn more about COVID-19. In case of student/staff exposure the program may be closed for 14 days for cleaning and to monitor all staff and students in isolation in their home environments.

- o After 14 days the site may re-open with those children who have met all the CDC requirements for attendance, given there is adequate staff to safely maintain ratios.

#### 11. Closures

May occur due to COVID-19 within the program

May occur at the order of the LEA administration

May occur at the order of the local or state department(s) of health.

In case of closure, distance learning will be offered to families and students per the CSPP

Emergency Closure COVID-19 plan submitted previously (Spring 2020).