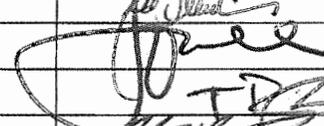
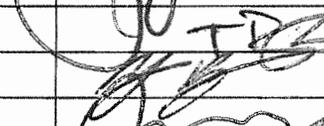
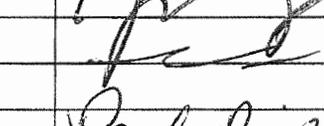
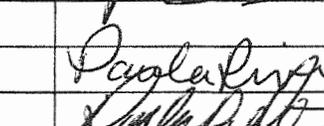
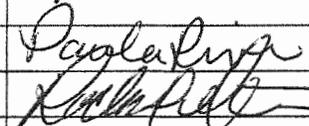
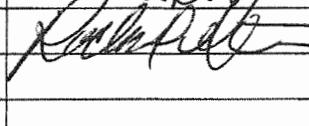


# Comprehensive School Safety Plan SB 187 Compliance Document

## 2021-22 School Year

**School:** Frances Ellen Watkins Harper Junior High School  
**CDS Code:** 57726780106674  
**District:** Davis Joint Unified School District  
**Address:** 4000 East Covell Blvd.  
 Davis, CA 95618  
**Date of Adoption:** February 17, 2022

**Approved by:**

Name	Title	Signature	Date
Debora Paterniti	Site Council Chairperson (parent)		02.11.2022
Jennifer Mullin	Principal		2/9/22
Thomas Taylor	Teacher		2/9/22
Yves Bouyssounouse	Teacher		2/9/22
Jennifer Fung	Teacher		2/9/22
Nicholas Papagiannopolous	Vice Principal		
Kelly Coleman	Parent		
Paula Rivera	Parent		2/17/22
Rachel Hartsough	Parent		2/11/2022
Lucy Salas	Parent		
Maria Del Carmen Lara Zavala	Parent		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at The School Office.

### **Safety Plan Vision**

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and district officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

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 to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to STAY CALM since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

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

### Frances Ellen Watkins Harper Junior High School Safety Committee

Principal: Jennifer Mullin and School Site Council

#### Assessment of School Safety

Regular review and assessment of the current safety needs will be conducted regularly by the Safety Team and approved by Site Council. Members of the Safety Team are Jennifer Mullin, Nick Papagiannopoulos, Jack Dapkewicz, Cyndee Vierra, Dino Clark, Adrienne Simon-Carlson, Vi Nickerson, Liza Lopez and Karla Mahoney.

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

Appropriate strategies and programs will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of the following:

- A. Child abuse reporting procedures consistent with Penal Code 11164
- B. Routine and emergency disaster procedures
- C. Reference to Board Policies and Administrative Regulations related to school safety found on the District website at <https://djUSD.net/about/governance/policies>
- D. District safety protocols

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

School district employees are mandated reporters and shall make a report when in their professional capacity or within the scope of their employment, they have knowledge of or observe a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. All District staff receive training in mandated reporting procedures on a yearly basis. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2345 and the Davis Police Department (530) 758-3600. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the District website at <https://djUSD.net/about/governance/policies>

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

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

The following BP and ARs give information on our disaster procedures. In addition, each site's crisis team has the Crisis Response Google drive which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has a red emergency folder which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

- BP and AR 0450 Comprehensive Safety Plan
- BP and AR 3515.2 Disruptions
- BP 3515.7 Firearms on School Campuses
- BP and AR 3516 Emergencies and Disaster Preparedness Plan
- AR 3516.3 Earthquake Emergency Procedure System
- BP and AR 4158 Employee Security

The above-listed policies are available on District website at <https://djUSD.net/about/governance/policies>

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

A school site is available to governmental agencies such as law enforcement and fire as directed and needed.

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

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of the suspension form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

The parent/legal guardians were given the Davis Joint Unified School District Standards of Behavior at the start of the school year as part of on-line re-enrollment procedures. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations or they can be found on the District website at [djsud.net](http://djsud.net).

**Appeal of Suspension:** The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Associate Superintendent of Student Support Services or designee. The Associate Superintendent of Student Support Services or designee will conduct the fact finding for the appeal and render a decision in a timely manner. The decision of the Associate Superintendent or designee is final and, thus, ends the appeal process.

Additional information on the suspension and expulsion process can be found in:

BP and AR 4158 Employee Security  
BP 5119 Students Expelled from Other Districts  
BP 5131 Conduct  
BP and AR 5144 Discipline  
BP and AR 5144.1 Suspension and Expulsion/Due Process

BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

The above-listed policies are available on District website at <https://djud.net/about/governance/policies>

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

The principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon District records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any vice principal or counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform teachers who may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Additional information can be found in AR 4158 Employee Security, available on District website at <https://djud.net/about/governance/policies>

**(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 sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment. All District staff will have sexual harassment training every two years during the term of their employment.

The District strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact their teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or the District Title IX Coordinator.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with Title IX law and district procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 5145.71 and shall refer them to the District's Title IX Coordinator for further information.

The Title IX Coordinator shall take appropriate actions to reinforce the District's sexual harassment policy and to ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When it has been determined that harassment has occurred, the principal shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and 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 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. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or 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. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

All reports of sexual harassment between students are recorded in the Student Information System to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

For additional information see:

AR 5145.71 Title IX Sexual Harassment Complaint Procedures  
BP and AR 1312.1 Complaints Concerning District Employees  
BP and AR 1312.3 Uniform Complaint Procedures  
BP and AR 5145.7 Sexual Harassment

The above-listed policies are available on District website at <https://djud.net/about/governance/policies>

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

All schools follow the same District dress code. The District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parents or guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district.

#### **Allowable Dress and Grooming:**

- Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments; however, waistbands and bra straps may show
- Fabric covering all private parts must not be transparent
- Footwear must be worn at all times, and must not limit student participation in school activities
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff (hoodies must allow the student's face and ears to be visible to staff)
- Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, wood shop, and other activities where unique hazards exist
- Specialized courses may require specialized attire, such as sports uniforms or safety gear

#### **Non-Allowable Dress and Grooming:**

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances
- Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, which may include changing into PE clothes, wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

For additional information, see BP and AR 5132 Dress and Grooming available on District website at <https://djud.net/about/governance/policies>

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

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

Education activities that promote safety and awareness, such as:

- Instructing students about pedestrian, bicycle, and personal safety
- Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school

Encouragement strategies designed to generate interest in active transport to school, such as:

- Supporting "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
- Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
- Publicizing the District's efforts in order to build support of parents/guardians and the community, including providing information about the District's and City's Safe Routes to School program in parent/guardian communications (for example, linking safe routes maps on the District websites and at schools) and in any notifications about transportation options

Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

- Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs
- Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver and bicyclist safety campaigns
- Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

- Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
- Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
- Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
- Considering safe routes to school when making decisions about siting and designing of new schools

Evaluation to assess progress toward program goals, including:

- Gathering and interpreting data based on indicators established by the Superintendent or designee and the Board of Education
- Presenting data to the Board, program partners, and the public
- Recommending program modifications as needed

For additional information see the following BP/ARs:

BP 5142 Safety

AR 5142.1 Identification and Reporting of Missing Children

BP and AR 5142.2 Safe Routes to School Program

The above-listed policies are available on District website at <https://djUSD.net/about/governance/policies>

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

**Component:**

Component 1: Safe Physical Environment

**Element:**

Creating a physical environment that ensures school-wide safety.

**Opportunity for Improvement:**

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Update Safety Plan	Current School Safety Plan District Safety Coordinator (Marc Hicks) Director of Student Support Services (Cara Messmore)	Safety Team - Nick Papagiannopoulos	2021/2022
Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students.	Update Procedures	Current School Safety Plan District Safety Coordinator (Marc Hicks) Director of Student Support Services (Cara Messmore)	Safety Team - Nick Papagiannopoulos	2021/2022
Update red safety cards and evacuation maps for all rooms to increase awareness of safety procedures for all staff and students.	Order and update safety cards and evacuation maps	Current School Safety Plan District Safety Coordinator (Marc Hicks) Director of Student Support Services (Cara Messmore)	Safety Team - Nick Papagiannopoulos	2021/2022

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure student safety by practicing emergency drills with students and staff on a regular basis.	Conduct emergency drills: Evacuation, Shelter in Place/Lock Down, Teacher Down, Emergency Communication, Earthquake.	Current School Safety Plan District Safety Coordinator (Marc Hicks) Director of Student Support Services (Cara Messmore) Public Information Officer (Kristin Conner)	Safety Team - Nick Papagiannopoulos	2021/2022
Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation.	Maintain in nurses office the Blue Nurse Triage Backpack, and Red First Responder (clam shell) Kit. Maintain one Red Emergency Backpack for each classroom and workspace (i.e. staff room, library) .	Current School Safety Plan District Safety Coordinator (Marc Hicks) Director of Student Support Services (Cara Messmore)	Safety Team - Nick Papagiannopoulos	2021/2022
Increase student safety by adding, fixing and/or maintaining blinds in each school classroom and space that has external windows.	Put in work order requests for fixing or replacing blinds needed	M & O	Safety Team - Nick Papagiannopoulos	2021/2022
Update and maintain bell, PA, and fire alarm systems	Test and maintain systems at regular intervals.	M & O	Safety Team - Nick Papagiannopoulos	2021/2022
Increase emergency communication to parents/guardians.	Implement Emergency Communication test at regular intervals	Current School Safety Plan DJUSD Crisis Communications Plan District Safety Coordinator (Marc Hicks) Director of Student Support Services (Cara Messmore) Public Information Officer (Kristin Conner)	Principal - Jennifer Mullin	2021/2022

**Component:**

Component 2: School Climate

**Element:**

Creating a positive atmosphere for learning.

**Opportunity for Improvement:**

Increase school connectedness and encourage participation in the school community. 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	Resources	Lead Person	Evaluation
Increase school connectedness	Identify students that need support	Director of Student Support Services (Cara Messmore)	Principal - Jennifer Mullin	2021/2022
Increase Parent Communication	Update school website/utilize website and social media more effectively	Nick Papagiannopoulos (Vice Principal)	Safety Team - Nick Papagiannopoulos	2021/2022
Working with Stakeholders in updating the LCAP for the school site.	Community Meetings	District Leadership	Principal - Jennifer Mullin	2021/2022
Increase student and staff connectedness in the classroom environment	Send additional teachers for training in restorative practices	IIRP and Kate Snow (District Climate Coordinator)	Vice Principal - Nick Papagiannopoulos	2021/2022
Increase sense of welcome for students at the start of school	Facilitate Welcome Week program	Adrienne Simon-Carlson (Counselor and Activities Director)	Vice Principal - Nick Papagiannopoulos	2021/2022

**Component:**

Component 3: Personal Characteristics of Student and Staff

**Element:**

Traits that administrators, and other District Office staff, bring to the District office and school sites.

**Opportunity for Improvement:**

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide professional growth opportunities for teachers, administrators, and other school personnel.	Provide Professional Growth Opportunities	Director of Curriculum and Instruction (Troy Allen)	Principal - Jennifer Mullin	2021/2022

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Frances Ellen Watkins Harper Junior High School Student Conduct Code****Philosophy and Purpose**

DJUSD is committed to ensuring that school is a safe learning environment for every student. Beyond academics, school can be a place where students learn valuable life skills that will serve them well as adults and serve our society in beneficial ways. To that end, DJUSD takes a comprehensive approach to matters involving rights, responsibilities, discipline, and restoration.

There are two purposes for standards of student behavior in a school discipline plan: to promote learning and growth for students as

they develop self-discipline, and to provide a caring and respectful environment for all.

In this context, teachers and administrators are legally considered “parent/guardians on location.” This defines the relationship between school staff and their students. Students are young people and it is expected that their behavior will sometimes test boundaries of school rules; therefore, it is age-appropriate for young people to behave in ways that are inappropriate for the school environment. We also recognize that all behaviors serve a function and have complex origins. This is an ongoing process that requires communication and support between students, staff, families, and the larger community.

#### Break in relationships

School staff regard all students as their responsibility to teach, guide, and support. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive attitudes. Our goal in responding to harms to others or the community, including breaches of rules or policies, is to have students understand the effects and impacts of their actions, to be accountable for those actions, and to take the opportunity to make things as right as they can be. Clear and appropriate consequences are part of this effort by school staff to educate and to encourage positive, productive student behavior.

The rights of all students are part of this philosophy. All students deserve to be psychologically and physically safe at school. These rights also mean that students who are accused of wrongdoing have a right to be heard, treated respectfully, and to understand the process as the school staff determine the appropriate response.

#### Rights and Responsibilities

The rights inherent in a democratic society are maintained only if each individual understands and assumes responsibility for his or her own behavior. Students have both rights and responsibilities.

#### Student Rights

- To be safe
- To be respected and treated with compassion regardless of actual or perceived characteristics of immigration status, race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
- To be respected and treated with compassion regardless of actual or perceived wrongdoing
- To express opinions, ideas and feelings, without infringing on the rights of others
- To be heard
- To have their person and property respected (including during a search)
- To be informed of school rules and procedures and what is expected of them as students
- To have confidentiality
- To be academically supported and challenged
- To be treated in a restorative way
- To learn and grow from incidents of conflict or harm

#### Student Responsibilities

- To take advantage of the academic opportunities offered
- To strive for high achievement
- To support and participate in school activities
- To be knowledgeable regarding student rights and responsibilities
- To attend school regularly and punctually
- To be knowledgeable of school rules and follow them
- To respect private and school property
- To be considerate and non-disruptive in all spaces on campus and on buses
- To be dressed in compliance with the District dress code
- To be considerate to students, teachers, and staff
- To be respectful of all students, parent/guardians, volunteers and staff regardless of actual or perceived characteristics of immigration status, race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on their association with a person or group with one or more of these actual or perceived characteristics

- To keep language and gestures respectful and free of profanity or obscenities
- To not use/possess alcohol, tobacco, or drugs on school campuses or school events
- To take responsibility for harm done and work to repair it to the extent possible

## **Conduct Code Procedures**

### **Procedures**

At the beginning of the school year the principal or designee meets with students to review and discuss the importance of a positive school climate, the positive purposes of school discipline and restorative practices, and the importance of respectful and caring behavior. This may be accomplished through school assembly, visits to individual classrooms, and the school's student handbook. The presentation includes an understanding of the school district's restorative principles, the values of respecting each individual's dignity, and of supporting healthy relationships. Students are provided examples of behaviors that support the school community's goals and those that are unsupportive. The categories of disrespectful behaviors or offenses outlined in the attached table provide examples of which behaviors undermine a strong, respectful community.

When a more serious misbehavior or breach of community standards or relationships occurs, as listed in the "Guidelines for Responsive Discipline in Elementary/Secondary Schools", the principal, teacher or designee conducts an investigation. The fact-finding process includes interviewing the students involved (both those who may have caused harm and those who may have been harmed.), student and adult witnesses, collecting written or physical evidence related to the incident, and reviewing the records of the involved students. This process includes review of past incidents and other relevant information about the students involved.

In order to support students during the interview process, the principal or designee will assess the need for intervention and/or support from the student's counselor, the managers of prevention and wellness, the climate coordinator, case manager, or the school nurse. In order to maximize instructional time, students will remain in class until the principal or designee is ready to begin the interview. Students will be told the purpose of the interview and whether the Davis Police Department will be involved. In cases of more serious misbehaviors, parents/guardians of the involved students are notified about the incident, the fact-finding process, and any consequences their own child receives. The District's commitment to student confidentiality, supported by Board Policy and State law, precludes parents/guardians from hearing the consequences that other students receive.

Administrators will do all they can to prevent any further harm to victims, but there may still be times when students feel that the fact-finding process itself is a negative consequence to them. Acknowledging their feelings and being clear about the purpose of this process can help. For example, if student victims are interviewed during their recess or privilege time, they may feel that they are being punished. If the classroom seats of the innocent or aggrieved students are moved, those students may feel they are being punished and unfairly treated. Staff will support the recipient(s) of harm in understanding how the process, including staff actions, supports them.

Despite strong efforts, sometimes the fact-finding process cannot be conclusive. For example, students may report very different stories about the incident, and interviews of students may or may not be reliable or appropriate. However, this does not mean that elements of the situation cannot be addressed. A restorative approach means that the District will do all it can to understand who has been affected, how they have been affected and will do all that it can to make things as right as possible, given each particular circumstance.

DJUSD recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying or harassment of any student for any reason. Allegations of harassment, bullying, hate crimes, or physical assaults, including the use of racial, gender or other identity-based slurs, are referred to the school administrator for investigation and response. The teacher, principal or designee will address the issues surrounding the incident with those involved and/or the class as appropriate. Restorative practices, anti-bias lessons, and book-talks using books that discuss pertinent issues, are examples of ways to address issues with students.

### **Educating Students**

Our goal is that all students are given the support they need to expand and enrich their competency in interpersonal skills, decision-making, reasoning, problem-solving and good citizenship. By using a variety of means, students are taught self-control and a respectful regard for others. Strategies include classroom presentations of concepts that are infused through their normal curriculum program, large and small group discussions, and individualized support.

Discipline responses frequently refer to “counsel student”, which is a typical instructional element of all consequences. The principal/designee determines the degree and type of “counsel”. “Counsel” may include activities that successfully restore respectful relationships and/or conflict resolution/management work with the principal, counselor or psychologist. In some cases, it may be appropriate for students to participate in a staff or student-facilitated, face-to-face, restorative practice meeting. Such efforts intend to create better understanding and a positive relationship among the students. However, face-to-face mediation may not always be safe or appropriate in all situations. For example, when a student is persistently harassing others, a face-to-face session can reinforce the bullying behavior. In these types of situations, parents/guardians are consulted to determine whether a restorative meeting should occur.

#### Suspension and Alternatives to Suspension

The more clarity students have about what constitutes a breach of the community, relationships or rules, sometimes called misbehavior, and the more they understand that any misbehavior will be known and responded to in a timely way, the more likely it is that students will behave appropriately. Consistency in the application of a restorative approach to student development when they have been the cause or recipient of harm, and the taking of responsibility for the harm, is more likely to result in positive behaviors. Restorative practices will be used to help students understand the impact of their behavior on others and to provide education around the larger issues of acceptance within a diverse community.

Home suspension is a severe response that is only used when a student’s behavior endangers themselves or others or the community. It is a legal declaration that the student has lost, for a maximum of five school days, the right to remain on a school campus. Committing an offense that could, or has caused, serious harm to others, can lead to expulsion from the District.

California Education Code dictates that alternatives to home suspension will be exhausted before a student is removed from the school environment. Since the purpose of school is to educate, students need to remain in school and in the classroom as much as possible. Any listing of suspension as a possible consequence on the “Guidelines for Responsive Discipline in Elementary/Secondary Schools” means that an alternative to suspension can be used instead of a home suspension.

#### Student Concerns

Students and/or families are strongly encouraged to communicate with teachers, staff, and administrators when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. Students and/or parents should speak with school personnel, and if the issue cannot be resolved, submit a Complaint Form. The Complaint Form is available at all school offices, the District Office, or on the District website. Communication is key to helping students address concerns and find resolutions with assistance from dedicated individuals at their school site.

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

Standards of Student Behavior Manual (located on DJUSD website under Student Support Services)

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

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the District shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, manager of prevention and wellness, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with District policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures  
BP 4119.11, 4219.11, 4319.11 Sexual Harassment  
BP 5131.2 Bullying  
BP and AR 5144.1 Suspension and Expulsion/Due Process  
BP 5145.3 Nondiscrimination/Harassment

The above-listed policies are available on District website at <https://djustd.net/about/governance/policies>

## **Review and Evaluation of Safety Plan**

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent, principal or designee oversees the development of a comprehensive district-wide safety plan that identifies major safety concerns as well as the District's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed, updated, and approved by Site Council by February 1 of each year and must be approved by the Board of Education by March 1 of each school year.

The Board reviews the Comprehensive District and School Safety Plans in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

## Safety Plan Review Timeline

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Safety Committee to review plan, solicit input from staff	Safety Week: September 13-17,	Copy of current year's Comprehensive Safety Plan is available in the main office.
Staff Safety Drill Information	Safety Week: September 13-17,	
Conduct Safety Drills	Safety Week: September 13-17,	
Request feedback on Safety Week Drills from staff	Faculty Meeting - September 22, 2021	
School Site Council Meeting to discuss and approve safety plan (must be approved by March 1)	February 17, 2022	
Board Meeting to approve safety plan	First meeting after November 15, 2021 that the Board has space on the agenda.	

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	(530) 747-5400 (non-emergent)
School District	District Safety Coordinator	Cell (530) 681-1738	
School District	Director of Student Support Services	(530) 757-5300	
School District	DJUSD 24 hour Emergency	(530) 681-0059	
Public Utilities	PG&E Emergency	1-800-743-5000	1-800-743-5002 (to report outages)
School District	Superintendent's Office	(530) 757-5300 ext. 142	
School District	Manager of Prevention and Wellness	(530) 757-5300 ext. 140	
School District	Maintenance and Operations	(530) 757-5385	
School District	Public Information Officer	(530) 757-5300 ext. 193	(530) 564-2290
Emergency Services	District Radios: NXDN digital wide area network	1-800-876-4766	

## Emergency Response Guidelines

When emergencies occur during school hours, the goal of all school employees is the safety of all students, teachers and school staff. This requires planning, preparation and practice to know and implement effective procedures during a crisis. Planning and preparation are essential to ensure that every staff member is familiar with their role in the procedures to be followed and has the tools on hand to accomplish them. Practice ensures employees can calmly and effectively carry out their assigned tasks in an orderly and timely manner.

The emergency plan will detail the procedures to be used during specific crisis situations as well as review the areas of responsibilities for each type of school employee. During an emergency, school employees will remain at school accomplishing their assigned tasks to ensure the safety of all students and personnel until released by the principal, the principal's designated supervisor, or the Police/Fire Incident Commander (when firefighters or police officers have assumed command of the incident).

It is vital that all staff members remain calm, communicate clearly with the person in charge, and work together to follow the procedures necessary to ensure the safety of all students and personnel.

Each School Site and the District Office has a team of First Responders called the Crisis Team. This team is used when the physical, emotional, and/or psychological safety of students and staff is threatened and is led by the Incident Commander (i.e. Admin 1). Each role on the team needs to be 2-3 deep due to staff availability and because jobs are assigned based on "personal skill set" versus current site title.

The team is made up of the following roles (see Crisis Response Google Drive for details):

1. **INCIDENT COMMANDER (ADMIN 1):** Guides the crisis team during incident and postvention by working closely with Associate Superintendent Student Support Services, District Safety Coordinator, Manager of Prevention and Wellness, and Public Information Officer (PIO). Makes decisions about roles, staffing, and substitutes as needed. Leads staff meetings and debriefs; monitors task completion by other members of team.
2. **ADMIN 2:** Manages staff support (helps them to help students) and is the liaison with other school sites. Takes lead on dealing with any scheduling, substitute coverage or physical plant issues.
3. **ADMIN 3:** Monitors rumors and gathers information related to incident from staff, students, parents, and social media. In case of student/staff death, takes lead on dealing with impromptu memorials and tributes.
4. **ADMIN SUPPORT:** Supports Incident Commander and Admin 2 and 3 with logistical coordination. Assists with dissemination of communication to school community in conjunction with Public Information Officer and Incident Commander. Provides student information system support as needed.
5. **MENTAL HEALTH COORDINATOR:** In conjunction with Manager of Prevention and Wellness, manages student support via care stations and risk assessment referrals. May be primary contact for family of injured or deceased. May request additional support from counselors from other unaffected sites.
6. **CAMPUS SUPERVISOR:** Under direction of Incident Commander and District Safety Coordinator, supports law enforcement and other emergency personnel. During postvention period, may participate in staff meetings and debriefs, and will provide input to modify safety policies and procedures as needed.
7. **LEAD JANITOR:** Works closely with Incident Commander and Admin 2 and 3 to provide access to site physical plant.
8. **DIRECTOR OF STUDENT SUPPORT SERVICES:** Assists Incident Commander and PIO with postvention sensitive language for messaging to students and staff. Coordinates communication and support with community partners. MOU with Communicare may be activated if additional counselors are needed at site. MOU with Yolo County District Attorney's Mass Casualty Team may be activated, coordinated by Davis Police Department. Coordinates Parent Information Meetings and works with PIO and parent organizations to provide support.
9. **DISTRICT INCIDENT COMMANDER (Associate Superintendent of Student Support Services):** Under direction of Police Incident Commander will coordinate and provide assistance during event. During postvention period, will participate in staff meetings and debriefs, and will work with the superintendent and PIO to modify safety policies and procedures as needed.
10. **DISTRICT SAFETY COORDINATOR:** Under direction of Police Incident Commander and District Incident Commander, functions as the liaison with law enforcement and other emergency personnel. During postvention period, may participate in staff meetings and debriefs, and will provide input to modify safety policies and procedures as needed.

11. PUBLIC INFORMATION OFFICER (PIO): Works closely with Incident Commander/Principal, Director of Student Support Services, and Managers of Prevention and Wellness to provide appropriate and sensitive messaging to parents, staff and public regarding incident. Responsible for communications to parent community and responds to inquiries, requests, and concerns.

All DJUSD campuses use a Fire Alarm, with the exception of DSIS (which uses a bullhorn) to indicate a fire or other evacuation incident.

All DJUSD campuses use the campus bell-system, Group Me notification, PA system and/or bullhorn to indicate EVACUATION, LOCK DOWN or SHELTER-IN-PLACE.

### **Step One: Identify the Type of Emergency**

If a staff member becomes aware of a crisis, it is very important that this information is communicated with the school office immediately. In an emergency it is important to set up an Incident Command Center to coordinate communication and facilitate implementing emergency procedures and coordination of emergency services. In most cases, the school office will call 911 when emergency services are required. It is important that all details known regarding an emergency are communicated calmly and clearly to the Incident Commander or designee.

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 9-911 from a classroom phone, and then alert the office by phone or radio.

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

Following the identification of the emergency, the Incident Commander will determine the level of emergency and verify that 911 has been called (if necessary).

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

The initial response by staff and students to an emergency will ALMOST ALWAYS include one or more of these five responses:

1. EVACUATION: Signal is the fire alarm (or bullhorn at DSIS)  
(May be used for fire, gas leak, chemical leak in lab, etc.)

Student Response:

- Leave belongings in room (unless medications are needed)
- Move calmly to evacuation location #1
- Stay with your class at all times for roll call

Staff Response:

- Take RED emergency folder, RED emergency backpack, cell phone, keys
- Proceed immediately to evacuation area
- Take attendance (hold red side of folder overhead if missing/extra students)
- Keep students near you in assigned area
- Return to building via instructions from administrator or emergency official

2. LOCK DOWN: Signal is the bell or public address system  
(May be used for explosions, violent intruder, gunfire, etc.)

**DO NOT LET ANYONE IN OR OUT OF THE ROOM**

Student Response:

If indoors or can get indoors quickly

- Turn out lights
- Help teacher lock door (or move furniture to block door if door unable to lock)
- Move away from windows and down onto the floor

- Find shelter behind or under furniture (tables, chairs)
- Stay calm and be patient and keep quiet
- Open the Emergency Backpack if needed
- No cell phone usage unless given permission by adult

If outdoors and away from the school

- Go quickly to a safe place, then move to evacuation site #2
- Wait for school people or police to meet you and give instructions

Staff Response:

If indoors or can get indoors quickly

- Gather students rapidly, and lock all doors
- If door cannot lock, barricade the door with furniture
- Close windows, curtains, and blinds
- Move away from windows and down onto the floor
- Seek shelter behind or under whatever is available
- Consider moving students to more interior spaces or escaping through back door if possible
- Take attendance and give Incident Commander the names of missing or extra students

If outdoors and away from the school

- Escort students to evacuation site #2 and keep contained
- Take roll and alert incident commander of students with you
- Release students only to parents (check ID) or authorities

### 3. SHELTER IN PLACE: Signal is the bell and public address system

(May be used for Bomb Threat, Severe Weather, Animal Disturbance, Disorderly Conduct, Medical Emergency, etc)

**DO NOT ALLOW ANYONE IN OR OUT OF THE ROOM**

Student Response:

If indoors or can get indoors quickly

- Help teacher lock doors and close windows, curtains/blinds
- Move away from windows
- Stay calm and be patient
- No cell phone usage unless given permission by adult

If outdoors and not near school building

- Go to evacuation site #1 or #2
- Wait for school people or police to meet you and give instructions

Staff Response:

If indoors or can get indoors quickly

- Lock all doors
- Close windows, curtains, and blinds
- Move students away from windows
- Take attendance and give office the names of missing or extra students
- Can continue instruction if directed by Incident Commander

If outdoors and not near school building

- Escort students to evacuation site #1 or #2 and keep students near you
- Take roll and give office names of students with you
- Release students only to parents (check ID) or authorities

### 4. EARTHQUAKE/TORNADO: Signal is the bell or public address system

**Student Response:**

**If indoors**

- Duck under desk/table and cover head and neck with hands
- Stay away from windows or furniture that can fall over

**If outdoors**

- Earthquake: Drop to ground away from buildings, trees, and power lines and stay put
- Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low area

**Staff Response:**

**If indoors**

- Duck under desk/table and cover head and neck with hands
- Close drapes and blinds
- Direct students away from windows or furniture that can fall over

**If outdoors**

- Earthquake: Drop to the ground away from buildings, trees, and power lines; maintain position for aftershocks
- Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low depression area

**5. TEACHER DOWN or MEDICAL EMERGENCY:**

**Student Response:**

**If teacher unable to provide direction**

- One student calls 911 from classroom phone
- One student runs to next room for help
- One student runs to the office to get help
- One student calls the office (number on wall by phone)

**When adult arrives**

- Stay calm and do not distract staff during emergency
- Stay clear of area

**Staff Response:**

**Practice with students so that they will know what to do:**

- If you are the down teacher
- If you need to leave to respond to an emergency

**If you are assisting in a medical emergency:**

- Verify that 9-911 and the office has been called
- Assist victim until emergency responders arrive, or
- Assist with campus supervision
- Help clear path for medical personnel and emergency vehicles

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

After calling 911, but before local emergency (police/fire) personnel arrive the Incident Commander (Principal or Designee) will:

- Set up a command post
- Contact First Responders
- Assign duties, determine the need for resources
- Using a site map, identify location of emergency and staging area
- Notify appropriate School District officials (Associate Superintendent of Student Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day, if possible
- If crisis is chemical or biological in nature, and evacuation is required, direct students to an uphill site

- If evacuation is necessary, take BLUE Nurse Triage backpack, RED first responder clam shells, and RED backpacks (from each classroom), whole school roster, student medication binder, student EMERGENCY medications, radio and bull horn (if available)

Appropriate actions and response procedures are communicated to staff and individuals using the Site Crisis Team roster and job descriptions, and by following the instructions listed in the RED safety folders that are placed in every classroom and workspace.

**DO NOT OPEN THE RED EMERGENCY BACKPACK UNLESS IT IS AN ACTUAL EVACUATION OR LOCK DOWN**

In addition to information regarding procedures during EVACUATION, LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, OR TEACHER DOWN/MEDICAL EMERGENCY, the following information is printed on the inside of the RED emergency folders:

#### EMERGENCY RESPONSE PHONE NUMBERS

- Emergency: 9-911 from school phone
- District Safety Coordinator (Marc Hicks) 530-681-1738
- District 24 hr. Emergency: 530-681-0059

EVACUATION SITES #1 and #2 are listed in each classroom

#### INSTRUCTIONS FOR USE OF THE GREEN AND RED SIDE OF THE EMERGENCY FOLDER

The green and red side of the folder is used to indicate if all students on the teachers roster are accounted for, if someone is missing from the class, or if someone needs medical attention.

Green side of folder: All students on roster are accounted for and no medical attention is needed

Red side of folder: Student missing from roster or someone needs medical attention

Evacuation: Hold up the folder up showing the appropriate side until acknowledged by a crisis team member

#### COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

- Try to keep phone and email lines free except to communicate with emergency services
- Wait for instructions
- Instructions may come via landlines, email or cell phone
- Look on District's social media site for real time updates
- Ask students to not use cell phones unless authorized by Emergency Responders

If cell phone use has not been prohibited, do your best to control the message

- Remind students that we are prepared for an emergency
- Explain that the Police and Fire Departments are in charge
- Ask parents to go to the District website or District social media page for information

#### ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

##### Adults

- STAY CALM
- Notify emergency services by any available method
- Notify adults who can assist
- Remove/protect students
- Assist students with injuries/immediate needs
- State your expectations to students and subordinates
- Follow instructions from emergency personnel (Firefighters, Police, EMT's)

##### Students

- STAY CALM AND PATIENT
- Assist adults
- Comply with emergency service providers' instructions
- Respect each other

## Emergency Personnel

- Take control upon arrival
- Keep school leaders informed
- Call for all services needed
- Allow school leaders to assist with parents and students

## Classroom Management during Emergencies

Students will display a range of emotions. Respond by:

- Tell them that you are prepared to take care of them
- Validate their feelings; it is ok to be scared
- Remind them that they have practiced many times for emergencies
- Assure them that strong, smart people are helping

## Other considerations:

- SEVERE HEALTH ISSUES: should be noted in RED emergency folder
- TOILET: set up a trash can and any item that will give privacy
- FOOD: children may have to share any that is available
- PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support
- STAYING CONNECTED: Use the buddy system
- COMMUNICATION: Staff cell phones/computers can be used if working; students may text if given permission from staff
- STAFF COMMUNICATION: GroupMe

## RELEASE OF STUDENTS AFTER A LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, or EVACUATION

### Elementary

From LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

- Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians
- Students may be moved from classrooms in groups to a meeting place where adults can identify themselves

From EVACUATION SITE:

- Law enforcement may move small groups to a reunification site where ID's can be checked
- Parents may be allowed to find their child

### Secondary

From LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

- Students may be sent by alpha order to separate locations for reunification
- Students may be released by classroom to a designated area

From EVACUATION SITE:

- Law enforcement may move small groups to a reunification site where ID's can be checked
- Parents may be allowed to find their child

The following information is placed inside the RED safety folders and must be updated regularly:

- CLASS ROSTERS (Elementary: each teacher must put the class roster for their room in the folder and update as needed; Secondary: each teacher must put the class rosters for each period that meets in their room in the folder and update each quarter)
- SCHOOL CRISIS TEAM ROSTER, INCIDENT PHONE TREE, and GROUP ME APP ROSTER (update yearly)
- SITE EVACUATION MAP INDICATING EVACUATION SITE #1 AND SITE #2 (update yearly)
- TRAUMA FAST ACTION CARD (provides basic first aid information)
- DJUSD EMERGENCY PHONE NUMBERS (District Office will update yearly)

## PUBLIC INFORMATION OFFICE EMERGENCY COMMUNICATIONS PROTOCOL

During an urgent situation such as a lockdown, evacuation, shelter in place or other imminent emergency, the Public Information Office will employ an emergency communication plan consisting of the following:

- Coordinate leads with DJUSD Cabinet members to understand who is Crisis Lead at DO and on site(s)
- Alert the Board of Education (Superintendent)
- Alert DJUSD Customer Service Desk
- Convene Communication Team to: Monitor social media and news; Post approved updates on the District Website- Emergency Banner and any school website; Post approved updates on DJUSD and or School social media; Engage in media relations
- Alert English Learner Office to attain Spanish Translation support
- Alert/Update Affected Site Staff with GroupMe text (or by email)
- Alert DJUSD Administrators via GroupMe
- Alert Parent/Guardians of Affected Site- via, email, text and and automated phone message
- Alert DJUSD employees (email)
- Post public updates to website(s), social media channels and via media releases

Alert other relevant KEY constituencies with updates including:

- Board of Education(notified by Superintendent)—initial notification and updates will be needed
- Law enforcement (notified by Associate Superintendent of Student Support Services)- Davis PD PIO, Fire, District Attorney; Coordinate messaging with PD PIO
- Health Dept (notified by Associate Superintendent of Student Support Services)
- City/Mayor's office- contact communications department
- Crossing guards and after school sports programs, UCD tutors, SPED Transport, Unitrans, Migrant bus (notified by District Office administrative assistants)
- Unaffected Site secretaries (notified by Superintendent's administrative assistants)- provide instructions on what to inform staff as well as their parent community and about the ongoing crisis and to not call the district office or affected site (Can be same message that is sent to ALT)
- Affected co-located entities- CDC, ACCESS, DPNS, Bridge, (notified by District Office administrative assistant)
- Affected Students (notified by principal)
- Affected community partners (local private schools, businesses near evacuation sites) (notified by District Office administrative assistant)
- Yolo County Office of Education (notified by District Office administrative assistant)
- Updates considered for Non-Affected DJUSD Parents- SchoolMessenger General email (PIO)

SEND "All CLEAR" MESSAGING TO:

- BOE
- Affected site parents, (Emergency SM Broadcast)
- ALT
- All staff
- Media (Media Release)
- Facebook/Website(s)/ Twitter
- All DJUSD Parents in some cases

**SEND SUMMARY MESSAGE/INCIDENT REPORT (with call for feedback):**

- Affected site parents, (Emergency SM Broadcast)
- ALT Email/ GroupMe Text
- All staff
- Media (News Release)
- Post Facebook/Website/ Twitter
- All DJUSD Parents in some cases

**CONDUCT AND RECORD FINDINGS FROM AN EVENT DEBRIEF**

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

### **Aircraft Crash**

SHELTER IN PLACE should be used as the initial action but this may be followed by instructions to EVACUATE the building.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- If necessary, initiate Student Release procedures
- 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**

SHELTER IN PLACE should be the initial action to an animal threat on campus (bees, dogs, etc)

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (Associate Superintendent of of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems to 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**

A. Administrator (Office)

1. Activate full lockdown procedures using any available method
2. Call 911 and provide all known information including the following:
  - a. Location and number of assailants
  - b. Description of assailants and any available weapon information
  - c. Actions you are taking or have taken
  - d. Known injuries to staff and/or students and locations of such
3. Stay in contact with 911 if possible and safe to do so

4. If active shooter/lethal assailant is inside the school, evacuate immediate staff and others if safe to do so, and order all persons on the exterior to move a safe distance from the campus.
5. If fleeing or evacuating is not possible or if it increases the risk of serious injury or death, barricade an inner office, turn off lights, stay silent to the degree possible, and await help.
6. If active shooter/lethal assailant is outside the school, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remain concealed until told otherwise by law enforcement.
7. If loss of life appears imminent at any time, consider attempting to neutralize the suspect using any available means, but only as a last resort.

#### B. Staff (Inside School)

1. If in contact with administrator or designee, follow instructions
2. Lockdown the classroom by doing the following:
  - a. Lock all doors including those connecting to adjacent rooms
  - b. If doors cannot lock, barricade the door with furniture
  - c. Close windows, curtains, blinds
  - d. Turn out lights
  - e. Move all students away from windows and down onto the floor
  - f. Seek shelter behind or under whatever is available
  - g. Consider moving students to more interior spaces or escaping through a backdoor if possible
  - h. Maintain silence to the degree possible
  - i. If possible, take attendance and give administrator the names of missing or extra students
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom or if evacuating students will increase the chance of survival, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

#### C. Staff (Outside School)

1. If in contact with administrator or designee, follow instructions
2. If threat is believed to be on the exterior, staff should evaluate and choose the best of the two available response options:
  - a. Enter the closest available building, ensure exterior door is secure and if not an interior room, move to one if available.
    - o Lock all doors including those connecting to adjacent rooms
    - o If doors cannot lock, barricade the door with furniture
    - o Close windows, curtains, blinds
    - o Turn out lights
    - o Move all students away from windows and down onto the floor
    - o Seek shelter behind or under whatever is available
    - o Consider moving students to more interior spaces or escaping through a backdoor if possible
    - o Maintain silence to the degree possible
    - o If possible, take attendance and give administrator the names of missing or extra students
  - b. Flee the immediate area using cover and concealment as you move. If moving students away from the danger, give loud and direct instructions to assist in their own protection.
    - o Evaluate the need to move further from the threat in order to increase safety.

- o Maintain custody of students to the degree possible
- o When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.

4. If it appears an active shooter/lethal assailant may gain access to the location where you have sought shelter, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.

5. If an active shooter/lethal assailant gains access to your location and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

6. Communication: Work with District Office and Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution.

### **Biological or Chemical Release**

EVACUATION should be the initial action to a hazardous material release

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 rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

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

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 evacuated
- If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building

The School Incident Commander should initiate a SHELTER-IN-PLACE action for other buildings on campus. 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 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post upwind and out of the immediate danger area
- Contact site's First Responders
- Direct staff to secure the area around the chemical spill
- Confirm with First Responders that roll has been taken of those evacuated and that all students are accounted for
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

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 and 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 an 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

- Staff will 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 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 by shutting off the electrical power in the classroom.

The School Incident Commander (or designee) will call 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post
- School Incident Commander will initiate immediate SHELTER-IN-PLACE
- Notify appropriate School District officials if needed (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to initiate appropriate communications for parents, media, and community
- Will ensure that any buses en-route to the school with students are redirected to the school's off-campus evacuation site to await further instructions

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 which could be:

- Continue SHELTER-IN-PLACE
- Notify parents and initiate Student Release procedures
- Initiate an immediate "Off-Campus EVACUATION" procedure
- Issue an "ALL CLEAR" signal and resume normal school operations

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

Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible.  
(see bomb threat checklist on back of form)
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat
2. Notify: District Safety Coordinator, Associate Superintendent of Student Services, and Superintendent's Office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

## **Bus Disaster**

Since DJUSD does not maintain our own bus services the Bus Accident Procedures will be initiated by the bus company.

School Incident Commander (Principal or designee) will:

- Dispatch a school representative to the accident location
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Ensure any special health information or medication for any injured student is sent to the hospital
- Work with Public Information Office on appropriate communications

School representative at the scene will:

- Assess level of support needed and convey this to the School Incident Commander
- Report to School Incident Commander the names of student passengers, their conditions, and location(s) where injured were taken

District Office will:

- Work with Site to arrange that district or site official(s) are available to meet injured student(s)/staff at the hospital
- Alert Managers of Prevention and Wellness who can assess counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

## **Death and/or Mass Casualty**

Crisis events, by their very nature, are unexpected. Minimally, they have the potential to put systems into disarray. In the worst cases, they may result in trauma and other harm to students and staff. In order to mitigate the effects of traumatic events and to ensure safety for all, it becomes necessary to plan for the unthinkable. The following information provides detailed information about how to respond to an unexpected death and/or mass casualty event.

Please refer to your Red Emergency Folder and your shared Google Drive (1 - CRISIS Response/Site Crisis Team Rosters and Postvention Training/Traumatic Postvention) for more resources including handouts for students, staff, and parents.

Communication Guidelines can be found at Shared Google Drive (1 - CRISIS Response/Resources from the Public Information Office/Public Information Resources). Consult with the Public Information Officer (PIO) and other District Crisis Team members when composing agendas and messaging for your site, (students, staff, and parents of those affected) community, and media for any crisis event.

### **First 24 Hours**

After the team members have been alerted to the crisis by the school administrator, they meet before the opening of school to address the following tasks:

- Review crisis plan
- Review role-specific tasks
- Consider substitute coverage for certain team members
- Gather information about the deceased from accurate sources
- Contact other schools in the district about the death
- Begin identification of potentially vulnerable students
- Arrange for team members to follow the class schedule of the deceased
- Determine level of information exposure of students and staff
- Create scripts for dissemination of information to all members of the school community
- Determine number and location of care stations for students
- With administrator, set agenda for staff meeting
- Contact appropriate community support resources with the Manager of Prevention & Wellness
- Make a plan for contacting the family of the deceased
- Arrange to remove the student's belongings from locker and desk

- Implement the procedure for responding to impromptu student memorials
- Schedule optional staff debriefing at the end of the school day
- Debrief team at the end of the school day

#### 48 to 72 Hours

- Assist school in returning to regular routine
- Continue to reach out and provide support to the most affected staff, staff, and students
- Contact all absentees to determine if their absence is related to the death
- Continue care stations as needed
- Monitor student tributes online and on site
- Update staff on postvention activities
- Review the process for identifying vulnerable students
- Prepare the school community for funeral activities
- Debrief and document

#### Student Reactions to Suicide

Every student grieves differently. Personal and family experiences with death, religious beliefs, community exposure, and cultural traditions all play a role in how a student both experiences and expresses feelings about loss. There are, however, some predictable adolescent reactions to a suicide. The following is a list with suggested adult responses:

**Disbelief over the news of the death.** The reality of the death has yet to be taken in. You are likely to hear things like “You are kidding, right?” or “This is just a joke—it can’t be true.” Acknowledge the disbelief; anticipate that once the shock has worn off, there will be a more emotional reaction. Let students know you’ll be available to talk when they’re ready.

**Being protective of the deceased.** Students may want someone to blame and may openly express or direct anger at the deceased student’s parents/teachers/boyfriend/ girlfriend. You may hear “Why did you let this happen?” or “This is all your fault!” Listen, and then listen some more. Gently explain that we all try to find a reason for the things we don’t understand. Remember that suicide is a complicated human behavior and that there are always multiple reasons for why it happens. Remind students that blaming another individual may put that person at risk of suicide as well.

**Guilt.** Students may blame themselves. You might hear things like “If only I had called him back last night” or “I should have known . . . I should not have teased him.” Remind students that the person who has died by suicide was struggling with intense and often conflicting emotions and saw no other way to resolve the feelings. If anyone had realized that the deceased was really thinking about dying, of course they would have acted in a way to save his or her life.

**Being upset at the deceased.** This is expressed in statements like “How could she do something so stupid?” Allow and acknowledge some expression of anger. Suggest, however, that behind the anger there are often feelings of fear and pain. This may open up a different, more helpful conversation with the student.

**Personal worry.** Students may worry about themselves and/or friends. They may say things like “If she could get upset enough to kill herself, maybe the same thing will happen to me (or one of my friends).” Help students make the distinction between themselves and the deceased. Make them aware that help is always available and discuss these options and resources. Practice problem solving with them.

**Loneliness.** Those closest to the deceased may find it hard to return to their normal routine. They may miss the regular presence of the deceased in their everyday lives. They may resent those who seem like they are having fun, because they feel so empty, lost, and disconnected. Some students make it their job to keep the memory of their friend alive. This can often take the form of destructive behavior like drinking at the cemetery or partying in his or her honor. Encourage students to help each other move forward in positive ways. Notice anyone who seems to be isolating from others and reach out to them, offering resources to help with their grief.

**Hope and relief.** Once the reality of death has been accepted and the acute pain of the loss subsides, students find that life resumes. Normalcy returns to a certain degree, and students begin to feel better. They can remember their friend without extreme pain. Remain open to listening to your students’ feelings, especially on the anniversaries (two weeks, one month, one year, etc.). Recognize the importance of both mourning and remembering.

#### How to Help Students Deal with a Death

Deal with your own reactions first. You won’t be effective helping students unless you’ve been able to acknowledge your own reactions and put them into perspective.

Keep it simple! Students need limited information about the death. The bottom line is that all school-aged children need brief,

simple information, balanced with reassurances that the daily structures of their lives will not change.

Listen. Ask students how they are reacting to the death and listen to their reactions.

This is not the time to share your personal reactions. Your role is to listen, validate, and support your students, especially in the early days of the crisis.

Encourage students to put their thoughts and feelings into words, which will help begin the grief process. Labeling what you hear them saying can help in this process (“You sound very sad”; “Boy, you’re really angry that your friend didn’t tell you what he was planning so you could have had a chance to stop him.”).

Give students permission to express their feelings. Since school is not necessarily a place that encourages active discussion of feelings, you will need to make the invitation to talk about reactions to a death very clear. One way you do this is through the provision of care stations. These conversations with students also offer an opportunity to further evaluate them and to provide additional in-school and community resources to assist them if it seems necessary.

Give students permission to grieve not only the current loss but whatever past losses may be reactivated by the event.

Listen for expressions of guilt or an exaggerated sense of responsibility for the death and address those misperceptions quickly and directly.

Ask students to watch out for each other and to pay attention to friends, peers, and classmates. Students should tell an adult if they notice anyone acting differently or unusually or saying things about suicide or other self-destructive behaviors.

Postvention Responses to Avoid:

- Ignoring the impact of the death and conducting the entire school day in a “business as usual” fashion
- Dismissing school early so students can grieve in the privacy of their often unsupervised homes
- Announcing the death via an impersonal public address system
- Announcing the death in a large venue like the auditorium where student emotionality can become contagious
- Assuming every member of the school community will react to the death rather than providing support on an “as needed” basis
- Allowing students to leave the school campus without parental accompaniment/permission
- Closing the school for the funeral
- Encouraging student memorials, which can romanticize the deceased and create a contagion risk

Handouts and other Resources can be found in the Crisis Response Google drive (1 - CRISIS Response/Site Crisis Team Rosters and Postvention Training/Traumatic Postvention > Postvention Resources)

### **Disorderly Conduct**

SHELTER IN PLACE should be the initial action to disorderly conduct.

School Incident Commander will:

- Determine the level of response required for the incident (call 911)
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, contact site's First Responders
- If necessary, initiate student release procedures
- 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)
- Staff is given the "All Clear" or other instructions

### **Earthquake/Tornado**

Earthquake/Tornado Response (Shelter in Place with duck and cover) should be the initial action to an earthquake/tornado.

However, evacuation may need to occur if there is concern that the building is damaged. Earthquakes generally occur without

warning and may cause minor to serious ground shaking, damage to buildings and injuries. A tornado or other severe weather does often come with some warning and all students and staff should try to get indoors if possible.

School Incident Commander will:

- If necessary, call 911 to report damage and/or injuries
- If necessary, contact site's First Responders
- If necessary, after the shaking stops, initiate an EVACUATE BUILDING alert
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, initiate parent notification and Student Release procedures
- If necessary, establish an Incident Command post
- Be prepared to assist with building access for emergency responders
- Consider need to dismiss school due to power loss, building damage or other factors
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy

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

EVACUATION should be the initial action to an explosion or risk of explosion.

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons.

School Incident Commander will:

- Determine the level of response required for the incident
- Call 911 and describe current situation, including damage and estimated number of injured
- Describe best access for emergency responders (driveway/gate) and be prepared to assist
- 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 an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- Meet arriving fire and police personnel
- If necessary, initiate Student Release procedures
- 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)
- Staff is given the "All Clear" or other instructions

### **Fire in Surrounding Area**

This section also includes Poor Air Quality Procedures related to fires in the region.

SHELTER-IN-PLACE should be the initial action to a fire in the immediate surrounding area

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)

- Contact site's First Responders
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- Prepare incident status report for emergency response personnel if needed
- Be prepared to EVACUATE if ordered to by emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions
- Continue to communicate with District Office who will be monitoring air quality for participation in P.E., recess, and other outdoor activities.

For poor air quality due to smoke from fires in the region, the Superintendent's Office will decide if there will be restrictions for school activities or school closures and will communicate this information to staff, students, and parents. Air quality updates used by the District to make decisions can be found at <http://www.ysaqmd.org/> and at <http://www.sparetheair.com/>

### **Fire on School Grounds**

EVACUATION should be the initial action to a fire on school grounds.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Prepare incident status report for emergency response personnel if needed
- 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)
- Staff is given the "All Clear" or other instructions

### **Flooding**

SHELTER-IN-PLACE should be the initial action in the event of flooding.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems

Action is rescinded when:

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

## SEVERE WEATHER PROCEDURE

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, tornado, hail 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 Services:

- Monitor NOAA Weather Stations (National Weather Services, Weather Channel, etc.)
- Bring all persons inside buildings
- Be prepared to move students from mobile classrooms into permanent buildings
- Close facility doors, windows and blinds or curtains
- Severe weather safe areas are under desks, in hallways and interior rooms away from windows
- 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:

- School Incident Commander will initiate a SHELTER IN PLACE
- 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 release
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

After passage of the storm:

- School Incident Commander will 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 either continue the SHELTER IN PLACE, give the "All Clear" signal and resume normal school operations, or initiate the "Off-Campus EVACUATION" procedure

### Loss or Failure Of Utilities

Loss of electricity is the most common utility problem. However, a 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 although 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 and 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 CALL MAINTENANCE AND OPERATIONS IMMEDIATELY and they will 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. The head custodian also knows how to shut off gas/water for the entire campus. The school should develop detailed maps that indicate not only the main campus utility shut-offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response binder.

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 how to shut off the gas in the event of an

emergency.

#### 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
- Turn off HVAC system to entire campus

##### The School Incident Commander will call 911:

- Give location of gas leak - what building and what's leaking, if known
- Describe best UPWIND access point for emergency responders (driveways/gates)
- Request 911 operator to call Gas Company since they have rapid access
- Indicate that EVACUATION is underway and stay on the line to provide updates
- Notify appropriate School District officials (Associate Superintendent of Student Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Determine whether to evacuate other buildings since SHELTER IN PLACE may be appropriate if the leak is small and contained to another building
- Do not reenter the affected 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, at least 100 feet (more if leak is major)
- Post staff to prevent entry to the area (including vehicles)
- 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
- Turn off HVAC system to entire campus

##### The School Incident Commander will call 911:

- Give location of gas leak - what building and what's leaking, if known
- Describe best UPWIND access point for emergency responders (driveways/gates)
- Request 911 operator to call Gas Company since they have rapid access
- Indicate that EVACUATION is underway and stay on the line to provide updates
- Determine whether to evacuate buildings since SHELTER IN PLACE may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and upwind of leak.
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Do not reenter the affected building(s) until fire or utility officials say it is safe

##### Electrical System Damage or Failure:

If there is smoke or threat of fire EVACUATE the building(s)

- Close, but do not lock doors
- Notify the School office/Incident Commander

##### The School Incident Commander will call 911:

- Give location and nature of the electrical problem
- Describe best access point for emergency responders (driveways/gates)

- Request 911 operator to call Electrical Company since they have rapid access
- Indicate if EVACUATION is underway and stay on the line to provide updates
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Direct staff to attempt to shut down electrical at main shut-off or building shut-off
- Do not reenter the affected building(s) until fire or utility officials say it is safe

If problem is outdoors, School Incident Commander 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 and notify the School Office/School Incident Commander.

#### The School Incident Commander will:

- Direct staff to attempt to shut down water at main shut-off or building shut-off
- Assess situation and determine if EVACUATION is needed-
- Notify appropriate School District officials (Associate Superintendent of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Work with Maintenance and Operations to have the water/sewage removed
- Do not allow anyone to reenter the buildings(s) until fire, utilities, or Maintenance and Operations say it is safe
- If problem is outdoors, direct staff to isolate the area and stand watch until the leak is shut down

#### Missing Student

When a student is reported missing before, during, or after the school day, the following procedures will be used by the administrator or designee who has received the missing child report:

##### 1. The school office staff, administration and all available staff will:

- Use the GroupMe app and the intercom to check the school grounds, classrooms and the last known location of the student.
- Determine the route the student uses to get to and from school. If they are a walker, contact crosswalk and supervision staff to determine if they were seen walking.
- Check with the classroom teacher, and any other appropriate staff to determine the last time they were seen, and if they mentioned anything unusual about their plans.
- Check restrooms, classrooms, meeting rooms and school grounds.
- Contact known siblings or friends of the student (including neighbors, classmates, etc.) to determine the last time the student was seen and if they mentioned anything about where they were going.
- Contacts the parent or guardian and other emergency contacts to determine if family members or friends may have picked up the child and inform them of the situation.

##### 2. After a maximum of 5 minutes from the time of the initial missing child report was made, the school office staff will:

- Contact the District Safety Coordinator, who will notify the Davis Police Department
- If District Safety Coordinator is not readily available, contact 911 directly
- Provide student information profile sheet with picture for law enforcement
- Contact Associate Superintendent of Student Support Services who will contact PIO and Superintendent to determine need for appropriate communications

##### 3. If child is still missing at close of school day, make plans for the following day.

- Contact Manager of Prevention and Wellness who will work with site counselor to arrange support for students/staff
- Prepare for media inquiries (District PIO will assist)

- Activate site phone tree to inform all staff
- Prepare Emergency Message to parents (PIO will assist)

4. Once student is found:

- Contact Associate Superintendent of Student Services, who will notify PIO and Superintendent
- Prepare follow-up message to parent community (PIO will assist)

**Motor Vehicle Crash**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

**Psychological Trauma**

In case of psychological trauma, a staff member is required to inform administration or counseling of any threats of self-harm or harm to others. All counselors, nurses, and psychologists are trained to do Suicide Risk Assessments to determine the level of threat of self-harm. Administrators are trained to do Threat Assessments to determine the level of threat to harm others, and will consult with the police department as appropriate. In addition, the District Managers of Prevention and Wellness are available to assist with assessment and/or follow-up.

**Suspected Contamination of Food or Water**

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER IN PLACE, or EVACUATION as needed.

## Attachments

<u>Policy #1 – Trauma Fast Action Card</u> .....	<b>Error! Bookmark not defined.</b>
<u>Policy #5 – Staff Response to a Fight</u> .....	<b>Error! Bookmark not defined.</b>
<u>Policy #8 – Emergency Communication Drill</u> .....	<b>Error! Bookmark not defined.</b>
<u>Policy #16 – Response to Acute Medical Situation</u> .....	<b>Error! Bookmark not defined.</b>
<u>Policy #19 – Guidelines for Approaching Unknown Individuals</u> .....	<b>Error! Bookmark not defined.</b>
<u>Policy #23 – Great CA ShakeOut Earthquake Drill</u> .....	<b>Error! Bookmark not defined.</b>

## Policy #1 – Trauma Fast Action Card

The Trauma Fast Action Card was written to augment our Trauma Series first aid kits. We suggest that you learn the contents of your first aid kit prior to use. We also recommend that you thoroughly understand the steps and procedures outlined in this Fast Action Card prior to any emergency. This is a quick reference guide only. It is not to be used in place of proper first aid instructions. Contact your local Red Cross, or fire department for information on first responder or first aid training. The following procedures were written and reviewed by EMS personnel.

**1. Initial Scene Assessment:** The most important initial step to take in any emergency is to ensure that the scene is safe. An initial assessment for needs or hazards that may endanger the rescuer or patient must be performed prior to treatment. Hazards such as fire, electrical, terrain, structural, and gun fire pose a threat. NOTE: You may have to move the patient to safety prior to treating. After determining the scene is safe, don protective gear (protective gloves, etc.), perform a patient assessment, and activate 911.

**2. The Primary Survey:** The primary survey is used to establish priorities of care for potentially life-threatening conditions. The basic steps for this survey are known as the A-B-C's.

- A. **AIRWAY:** Ensure the patient's airway is open and the patient is breathing. If patient is not breathing, open the airway and perform artificial respiration. Check for a pulse at the patient's throat. If no pulse is felt, begin CPR. If the patient is unconscious or if spinal injury is suspected, immobilize patient's neck.
- B. **BREATHING:** Check respiratory status of patient by evaluating rate, depth, and symmetry of chest movement. Remove vest or other gear, cut away clothing to expose chest and determine extent of injuries. Look for deformities, bruising, broken ribs, or open chest wounds. Check back for additional wounds.
- C. **CIRCULATION:** Assessment of patient's circulation includes checking skin color, moisture, and temp. Evaluate pulse for quality, rate and regularity. For trauma patients, a head-to-toe visual survey must be performed to inspect and control severe bleeding.

**3. Life Threatening Injuries:** After conducting the primary survey and determining the extent of injuries, all life-threatening situations will require immediate attention. The following injuries should be treated immediately until patient can be delivered to EMS personnel:

### BLEEDING AND LACERATIONS:

- 1. Cut away clothing and expose the wound.
- 2. Cover the wound with the Bloodstopper dressing and secure it with the attached "tails". Apply direct pressure to the wound site.
- 3. For serious gunshot wounds, or deep lacerations, pack the wound with gauze bandage and apply the Bloodstopper over gauze.
- 4. If bleeding continues, reinforce the original dressing by wrapping it with the elastic bandage. Note: elastic bandage has Velcro attachment tabs at end of wrap for securing.
- 5. If bleeding continues, apply direct pressure to nearest pressure point.

### CHEST WOUNDS:

#### A. Penetrating (open) wound:

- 1. Cut away clothing and expose the chest. Check back for additional wounds.
- 2. Apply the petrolatum gauze dressing directly to the wound and secure three sides with gauze bandage and/or elastic bandage. Note: petrolatum gauze acts as a seal for a sucking chest wound and may develop into a tension pneumothorax (increased pleural pressure). Monitor patient for difficulty in breathing.
- 3. Lay patient on the wounded side to assist in breathing.
- 4. If patient develops increased difficulty breathing, a decreased level of consciousness, or becomes blue, lift the edge of the dressing to allow pressure to vent.

#### B. Impaled object:

- 1. Cut away clothing and expose the chest.
- 2. DO NOT REMOVE THE IMPALED OBJECT!!!

3. Apply the petrolatum gauze dressing to the wound around the object.
4. Stabilize the object, if possible, by placing the elastic bandages around the object and secure it by wrapping the chest with the gauze bandage.
5. If object is on the front or back of the chest, lay the patient onto his side closest to the wound to assist breathing.
6. If patient develops increased difficulty breathing, a decreased level of consciousness, or becomes blue, lift the edge of the dressing to allow pressure to vent.

C. Blunt (closed) trauma:

1. Cut away clothing and expose the chest.
2. Observe the chest for deformity, or bruising. If a part of the chest moves in and out when the patient breathes, suspect a flail chest (loose segments).
3. Stabilize the loose segment by padding the area with the Bloodstopper, the 5"x9" combine dressing, or secure it with a gauze bandage.
4. Lay the patient on the affected side to assist in breathing.

ABDOMINAL INJURIES:

A. Penetrating (open) wounds:

1. Cut away clothing and expose the chest and abdomen. Check the back for additional wounds.
2. Control bleeding with direct pressure, dress open wounds with gauze dressing, 5"x9" combine dressing, or the Bloodstopper.
3. Secure the dressing with the gauze bandage.
4. Position patient on his back with his knees flexed.
5. Be alert for vomiting. If patient vomits, turn him onto his side.
6. DO NOT GIVE ANYTHING BY MOUTH! It may cause vomiting.

B. Exposed internal organs:

1. Cut away clothing and expose the chest and abdomen.
2. Control bleeding with direct pressure, dress open wounds with gauze dressing, 5"x9" combine dressing, or the Bloodstopper.
3. DO NOT TOUCH THE EXPOSED ORGAN!!
4. Open the Bloodstopper wrapper completely, and save in one big piece. Cover the exposed organs with the wrapper keeping the inside of the wrapper against the organs.
5. Secure the wrapper with the gauze bandage.
6. Position the patient on his back with his knees flexed.
7. Be alert for vomiting. If patient vomits, turn him onto his side.
8. DO NOT GIVE ANYTHING BY MOUTH!! It may cause vomiting.

BURNS TO BODY:

1. Move the patient away from the source of the burn
2. Extinguish any flames.
3. Cool the burn with cool, clean water.
4. Cut away clothing to expose the burned area. If the clothing is stuck to the wound, cut around it. DO NOT ATTEMPT TO REMOVE STUCK CLOTHING!!
5. Remove any jewelry from the extremities that are burned.
6. If available, cover wound with Burn Jel dressing or similar product.
7. Cover the burn area with the Bloodstopper or 5"x9" combine dressing.
8. Using the gauze dressing, loosely wrap the covered area to secure dressing in place and to protect the wound from contaminates.

NOTE: These are emergency first aid instructions that could help save a life. However, proper medical assistance should be considered for all life-threatening injuries. This guide is only a reference and should not be used as a substitute for emergency medical care when it is available. Always activate your EMS service when such injuries occur.

## **Policy #5 – Staff Response to a Fight**

### **Suggested steps:**

1. **CALL FOR HELP** or ask another adult to alert administration when you discover an actual or anticipated altercation.
2. **DO NOT STEP IN** and physically try to break up the fight. It is not advisable to attempt to deal with the situation without additional support and/or employee witnesses.
3. **IMMEDIATELY** use your voice to calmly, loudly, clearly, and repeatedly (if necessary) give verbal directions to the combatants to cease the altercation and go to a specific separate location. Use the student's names if you can.
4. **DIRECT BYSTANDERS** not to intervene and to move back into a classroom or other area away from the incident. Call over other employees in the vicinity to help you move students away from the fight.
5. **INSTRUCT BYSTANDERS** to not video the incident. If you notice that a student may have video, report that information to administration.
6. **ASSIST ADMINISTRATION** and campus security by keeping bystanders away and being an observant witness to the altercation.
7. **ONCE THE SITUATION IS SECURED**, work with administration and campus security to assist with moving combatants and witnesses to a secure place for questioning.
8. **WRITE AND SUBMIT** a full and accurate incident statement immediately after the incident while the situation is still fresh in your memory. Include any events that led up to the incident (to address "supervision" issues) and events associated with the incident (to address "protection" issues). Include names of any possible witnesses to the incident.

## Policy #8 – Emergency Communication Drill

### Purpose

The purpose of an emergency communication drill is threefold:

1. To ensure our parent community understands how, and in what form, they will be messaged in the event of a real emergency.
2. To identify gaps in emergency data that can then be addressed before a real crisis strikes, by using the School Messenger reporting function and the feedback you receive from your school community. (For example, if you find that School Messenger is not calling the right contact, or if the system is trying to text a home phone number, these are issues we need to resolve.)
3. To raise awareness in our parent community of our district's safety practices and how it is critical that parents be vigilant in keeping schools updated with emergency contact information.

Emergency Communication Drills are to be conducted in concert with the Public Information Office and with Annual Safety Drills.

### Details

An Emergency Communication Drill shall consist of an emergency drill message sent out by you or your designated staff member via our School Messenger system. The message should be sent out to student emergency contacts by email, phone (and SMS text), using that system. A sample emergency drill message is attached.

Remember that School Messenger will pull emergency numbers and emails from the student information system, "Q," which is populated by our student emergency card data. If your school site has not uploaded all emergency data, the drill message will not reach those contacts. As such, you may wish to schedule your Emergency Communication Drill after your emergency contact data has been uploaded.

### ATTACHMENT

#### SAMPLE EMERGENCY BROADCAST

**(to be sent via 3 School Messenger modes: email, text and phone)**

Your Student is safe. This is a TEST of the Davis Joint Unified School District (DJUSD) Emergency Communications system. Your student's school, XXXX, is holding an emergency DRILL today. If this were an actual emergency, this message would contain important instructions for you and your family. Please keep your emergency contact for **phone, email and texting** updated at your school site. Like the Davis Joint Unified School District Facebook page to access real time updates in an urgent situation and to have access to district wide regular news and events.

## Policy #16 – Response to Acute Medical Situation

- ❑ Nurse and administrator notified of situation requiring medical attention.
  - If determined that student can be transported safely, campus supervisor will escort student to Nurse's office.
  - If student cannot be transported, Nurse and one administrator or one campus supervisor respond to the classroom. Teacher and administrator/campus supervisor clear the classroom. Nurse conducts medical assessment in classroom. Nurse to determine if student is okay to transport to Nurse's office or 911 to be called.
- ❑ If student is transported to Nurse's office and safety is not a concern, Nurse conducts a one-on-one medical assessment in order to maintain confidentiality and obtain most meaningful data. Administrator on standby for assistance if requested.
- ❑ If mental health crisis emerges from assessment, nurse informs administrator and asks school counselor, school psychologist or Prevention & Crisis Manager to join to conduct Suicide Risk Assessment. Team will follow Risk Assessment protocol based on results (ex. released to parent, 5150 request to SRO).
- ❑ If student needs immediate medical attention:
  - 911 called by Nurse or other staff member if requested by Nurse
  - Administrator informed immediately that medical personnel on route. Share information with campus supervisors.
  - Administrator or Designee informs parent/guardian
  - Administrator informs District Safety Coordinator
- ❑ Nurse to provide pertinent details to school administrators in situations requiring a possible discipline response. Refer to Staff Investigation Procedures re: Student Incidents.

\*If nurse is unavailable to assess and medical emergency suspected, administrator/designee calls 911. If nurse is unavailable and mental health is a concern, contact school counselor, school psychologist and/or Prevention & Crisis Manager.

## **Policy #19 – Guidelines for Approaching Unknown Individuals**

Safety is best when our community participates in our protocols and practices. Below are some guidelines to help keep our schools safe.

### **Visitors**

All nonemployees should wear a visitor's badge provided by the office.

### **Unknown Individuals**

As a Staff member, when you see someone without a Visitor Badge or other proper identification, you should approach the person if they:

- Are not accompanied by someone you recognize.
- Are not wearing appropriate identification.
- Seem lost or are asking for directions to specific areas.

### **When Approaching an Unknown Individual:**

- Maintain a safe distance of at least three steps (10 feet) between yourself and the person you are questioning.
- Do not easily be dismissed. An unauthorized person may give you a brief explanation and try to keep on walking. For example:
  - Sir, may I help you find your way to our office?
  - No thanks, I'm fine.
- Ask questions when addressing an unknown individual such as:
  - I do not see your visitor badge.
  - We all must either have an employee badge or visitor badge visible.
  - Let me walk you to the office.
- Direct (and escort if possible) all visitors to the office first to ensure they check-in and get appropriate visitor badges.
- Generally, once the conversation starts to get detailed, an unauthorized person will either readily comply with your offer of an escort to the office or they will try to evade the situation.
- If possible, enlist the assistance of a coworker to notify security or the office and assist in keeping an eye on a suspicious person.
- Do not approach the person if you feel threatened, and never put yourself in harm's way. Instead, notify the school office and provide a description, location, and direction the person is traveling. The office should notify the school administrator and campus supervisors/District safety coordinator (Marc Hicks)

## **Policy #23 – Great CA ShakeOut Earthquake Drill**

The Great CA ShakeOut is a day of individual and community events featuring the largest earthquake drill in the United States. All DJUSD schools and the District Office will participate in a ShakeOut Earthquake Drill on October 17, at 10:17 am.

The following information is to be shared with all staff in preparation for the drill.

### **BEFORE THE DRILL**

1. **All staff, students, and visitors on campus must participate in the drill.** This includes teachers on their prep, custodians, SNS workers, M&O crew, technology staff and anyone else who is working at the site or the District Office at the time of the drill.
2. Make arrangements for all substitutes to be given the Earthquake drill procedures.
3. Provide the Date and Time of the drill to staff, students, and parent community.
4. Provide instructions on how to correctly perform Drop, Cover, and Hold On:
  - a. DROP to the floor (to prevent falling), make yourself as small a target as possible.
  - b. Take COVER and HOLD ON under a sturdy desk or table. If a student or staff member cannot fit under a desk or table, they should move to an interior wall to protect their head, neck, and chest.
  - c. COVER your head and neck with your hands and arms and face downwards to protect the face and chest.
  - d. If outdoors, move away from walls, trees, powerlines, or other items that can fall, and then DROP and COVER.
  - e. When given the evacuation instructions over the PA system, follow evacuation procedures.
  - f. Teachers should practice DROP, COVER, and HOLD ON with students prior to the drill, including preparing students for what they would do if they happen to be outside the classroom at the time of the drill.
5. Provide message to all families with the date and time of the drill and what will be expected of them if they are on campus at that time.
6. Additional resources for staff on how to prepare for an earthquake can be found at: [www.shakeout.org/california/resources](http://www.shakeout.org/california/resources)

### **DURING THE DRILL**

1. Give announcement over the PA system stating "The Earthquake Drill has begun and everyone is to DROP, COVER, and HOLD ON. Everyone must stay in position until given further instructions."
2. Instruct students that all cell phones must be put away.
3. The teacher should ask students to look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
4. After TWO MINUTES, give an announcement over the PA system stating "The shaking is over and all students and staff are to move to EVACUATION SITE #1. In the event of a real earthquake, staff should move students to the evacuation site immediately after the shaking stops.
5. When evacuating, the teacher should take their keys, cellphone, and red backpack. Students should leave belongings in the classroom and staff should not lock the door as they exit the classroom.
6. In the event of a real earthquake: If an aftershock occurs while you are exiting, DROP, COVER, and HOLD ON until the shaking stops. When the shaking has stopped IMMEDIATELY and before you exit your room, take ten seconds to look around, make a mental note of damage and dangers, and check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding or put out a small fire, do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.

### **AFTER THE EVACUATION**

1. Students and staff to remain outside until the ALL CLEAR is announced by an administrator.
2. Teachers should debrief with students in classes and solicit feedback on what items need to be moved/secured to prevent falling on students/staff.
3. Staff to debrief at staff meeting and a list should be gathered of items that need to be moved/secured.
4. Administrator collects staff/student feedback and forwards a copy to the Director of Student Support Services.