

Comprehensive School Safety Plan SB 187 Compliance Document

**2023-2024
School Year**

School: Chet F Harritt STEAM School
CDS Code: 37 68361 6040364
District: Santee School District
Address: 8120 Arlette St.
Santee, CA 92071-3513
Date of Adoption: January 2024

Approved by:

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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 Chet F. Harritt Main Office and school website.

Safety Plan Vision

The Chet F. Harritt School believes our common vision is a commitment to a student-focused community challenged by rigorous curriculum that fosters both critical and creative thinking. Provided with a personalized, safe learning environment, students will demonstrate higher-order reasoning skills, service to the school community, and compassion toward all individuals. Each student will leave Chet F. Harritt with the tools necessary for a lifelong commitment to citizenship, service, and learning.

As a STEAM School, we embrace inquiry-based learning experiences that emphasize creativity and collaborative problem-solving. We integrate student learning experiences in a manner that maximizes student engagement and promotes resiliency and perseverance.

Chet F. Harritt STEAM School's Safe School Vision

- Chet F. Harritt STEAM School will provide a safe, orderly, and secure environment conducive to learning.
- Chet F. Harritt STEAM School will create a school in which pupils will attend regularly and be safe from both physical and social-emotional harm.
- Chet F. Harritt STEAM School will work collaboratively with the Santee School District Office and School Board to identify, establish, and use strategies and programs to comply with school safety laws.
- Chet F. Harritt STEAM School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.

- Chet F. Harritt STEAM School will follow the established PBIS behavioral expectations of our DREAM philosophy. As a Cheetahs, we show Diligence, Respect, Empathy, Accountability, and Motivation.
- Chet F. Harritt STEAM School will work collaboratively with other elementary, middle, and high schools to assist in a smooth transition from one school level to another.

Components of the Comprehensive School Safety Plan (EC 32281)

Chet F Harritt STEAM School Safety Committee

Principal- Ted Hooks

Vice Principal- Christina Conerly

Secretary- Monica Brownell

Custodian- Jesus Caravantes

Administrator Designee- Denise Gunter

Health Clerk- Norma Lewis

Teacher- Rita Zobel

Teacher- Ashley Jackson

Teacher - Mike Doane

Teacher - Katie Vick

Teacher - Laurie Rush

Teacher - Nicole Weiss

SCHOOL CRIME STATUS AND REPORTING

The school campus is meticulously maintained by a custodial staff of three, and all staff members and students take pride in their clean, hazard-free campus. Staff members are well trained to report potential safety hazards immediately. In rare cases of vandalism, the custodian follows a procedure for reporting to school personnel and makes every effort to repair the damage prior to the arrival of students.

Safe routes on which students travel to and from school have been identified. There are two intersections in which students encounter moderate traffic in crossing the street. In cooperation with the San Diego County Sheriff's Department-Santee Division, fifth grade students are trained to serve as crossing guards before and after school to help direct traffic and provide safe crossing for the students. A classroom teacher and Vice Principal serve as advisors to the student patrol organization and works closely with school staff to identify problems and find solutions. Parents are also vigilant about notifying the school when they have concerns regarding the safety of the students.

Chet F. Harritt STEAM School faces the normal everyday challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning.

PERSONAL CHARACTERISTICS OF PUPIL & STAFF:

Chet F. Harritt S.T.E.A.M. School has an enrollment of 627 general education, transitional kindergarten through eighth grade students, and 22 students in the special education. The ethnic makeup of the pupil population is 1.1% American Indian, 2.6% Filipino, 28.9% Hispanic, 4.21% African American, 1.8% Asian, 53.3% White, 0% Unclassified. Approximately 10.8% of our population are students with disabilities, 49.7% are socioeconomically disadvantaged and 0.3% foster youth. Our students have a variety of life experiences. Some have recently arrived from out-of-state while others have never left their neighborhood. Approximately 25% of our students have one or more parents who served in the military.

The faculty is composed of 26 general education teachers. The school has one principal, one vice principal, one language arts specialist, two 3-hour Title I literacy support aides, two full time specialized academic instruction teachers, one full time speech and language pathologist, one two days a week psychologist, a 80% counselor, and a 3.75-hour itinerant bilingual assistant. We also have a 4.0-hour instructional media technician and one 5-hour and one 2.5-hour instructional assistants. Additional staff includes one secretary, one 3.75-hour student attendance clerk, one health clerk, a custodial staff of one 8-hour and two 6-hour persons, four 2-hour campus aides, one 3.25-hour campus aide, one 3.0-hour school liaison, one 3.5-hour lunch kitchen worker, one 2.5-hour kitchen cashier, one 1.25-hour breakfast worker and one 2.5-hour second chance breakfast worker.

Through Multi-tiered Systems of Support, classroom teachers meet with the language arts specialist (LAS), the school counselor, and a curriculum resource teacher (CRT) every three weeks. Teachers are encouraged to bring any student before the team who is experiencing difficulty in the areas of behavior or academics. When an SST meeting is needed, the team includes the classroom teacher, the speech/language specialist, the language arts specialist, the resource teacher, the school psychologist, the parents of the child, the vice principal and the school counselor. The language arts specialist chairs the team.

CURRICULUM AND EDUCATIONAL ACTIVITIES:

The course of study includes the basic core curriculum, physical education and intervention classes during and after school.

In addition to state adopted curriculum materials, Chet F. Harritt STEAM School provides integrated instruction that supports the development of inquiry, innovation, and creativity while focusing on the areas of science, technology, engineering, art, and math. Teaching staff integrate the curriculum through a variety of techniques and methods such as blended units of science and writing, leading STEAM rotations with classes of students (art, coding, history, engineering, etc.), planning middle school enrichment classes such as pod casting, engineering, video production, and architecture. These curricular experiences allow students to explore future career interests as well as express their thinking and problem-solving during the school day.

Pupils have the opportunity to participate in after-school activities. These may include after-school tutoring, Project Lead the Way, martial arts, basketball, Sumo Robotics Club, CYT, and Heartlight exercise club (depending on annual schedule). Some clubs are supervised by school staff and are free programs while others are vendor-provided with a cost. (Due to the pandemic, many after-school clubs have been placed on hold.)

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment:

Chet F. Harritt S.T.E.A.M. School is one of nine elementary schools in the Santee School District serving a population that ranges from kindergarten through eighth grade and who are served by a dedicated staff. The district is located in the eastern portion of San Diego County, approximately 20 miles inland. Chet F. Harritt is truly a neighborhood school, surrounded by a community park, single family dwellings, apartments, and condominiums. The majority of our parents work in the San Diego area. Many are service or government employed. Approximately 50% of the students are in families receiving Aid to Families with Dependent Children that are eligible for free/reduce lunches.

DESCRIPTION OF SCHOOL GROUND:

The school has 31 classrooms available in addition to locker rooms to accommodate the middle school physical education program. A library/media center serves all of the students at Chet F. Harritt. A before and after school day care program, Extended Learning Program (ELP), is also housed in a re-locatable building on the school campus. There are three playgrounds; one for kindergarten students, one for students in grades 1-5, and the lower field is for students in grades 3-8. The playgrounds have grass, dirt, and asphalt and include basketball and volleyball courts, baseball diamonds and a track in the lower field. Other ancillary structures include: the office, cafeteria, and restrooms.

A fence surrounds the perimeter of the school building, and the gates are locked when school is not in session and during non-drop off and pick up times. Signs are posted at the front entrance to the building asking visitors to check in at the office before going onto the campus. All visitors to the campus are given a visitor's badge to wear while they are on the school campus. Campus supervision is provided by administrators and staff members. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. Staff members are encouraged to inquire when unfamiliar faces are seen on campus. Both staff and parents comment on the positive changes that are ongoing in our school.

It is standard practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

MAINTENANCE OF SCHOOL BUILDINGS/CLASSROOMS:

The school's physical facility is well maintained and generally looks neat and clean. The school site recently underwent modernization with new paint, carpet, electrical wiring, and computer data ports. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

INTERNAL SECURITY AND DISCIPLINE PROCEDURES:

Chet F. Harritt S.T.E.A.M. School, in accordance to district guidelines, has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures.

Chet F. Harritt S.T.E.A.M. School maintains a copy of the district's sexual harassment policy in the principal's office and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the Parent & Student Handbook. The parent student handbook is made available at the beginning of each school year to all students and an updated copy is maintained online at www.santeesd.net/cfh.

Included in this Safe School Plan is a school map established by school administration indicating safe entrance and exit areas for pupils, parents and school employees. This Safety Map is at the end of this document, page 57.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. All District employees wear appropriate identification badges while on campus conducting business. Guest teachers and student teachers are given staff identification badges.

Chet F. Harritt S.T.E.A.M. School's discipline policy is designed to guarantee the safety and well-being of the total school community. Emphasis is placed on student self-responsibility, self-respect, positive learning attitudes, and school pride. Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. We encourage parents to become actively involved in their children's education.

RESPONSIBILITIES OF THE TEACHERS AND SUPPORT STAFF:

Teachers and support staff contribute to a positive school environment in the following ways:

- Establishing an atmosphere of proper behavior in the classroom and setting course guidelines, which will give every student full opportunity to pursue their studies without disruption.
- Communicating with students and parents regarding behavior problems and proposed solutions.
- Reporting promptly any continuing student behavior (good or bad) to appropriate site personnel, including using behavior referrals or positive referrals.
- Recognizing students during regularly scheduled awards assemblies for positive behavior or choices.
- Enforcing consistent and fair district and school regulations regarding discipline.
- Setting an example of behavior expected from students.

RESPONSIBILITIES OF SCHOOL ADMINISTRATION:

In order to maintain a well organized and orderly school, Chet F. Harritt S.T.E.A.M. School administrators have the following responsibilities:

- Establishing school rules and regulations in cooperation with staff, parents, and students that will ensure an educational program free from disruptions.
- Communicating the agreed upon school rules, regulations, and district policies regarding student conduct with staff, parents, and students.
- Host behavioral expectation assemblies each trimester to communicate school-wide patterns and expectations.
- Modeling behavior expected from teachers, students, and support personnel.
- Consistently and fairly enforcing school rules, regulations, and district policies regarding student conduct.
- Provide positive rehabilitation experiences for students to reinforce school expectations as well as enhance our campus (i.e. community service, campus beautification, apology letters).
- Assisting staff, parents, and students in early identification of behavior problems and seeking solutions to those problems.
- Recognizing students for positive actions or patterns through monthly award assemblies and positive office referrals.
- Coordinate with local agencies, including Sherriff's department, counseling agencies, military supports, etc. to establish safe structures on campus, routines for evacuation, or supports for students.

RESPONSIBILITIES OF PARENTS:

Parents contribute to a positive school environment in the following ways:

- Encouraging student reading at home as part of the home/school independent reading program.
- Supporting student organization and responsibility by supervising homework completion and school supply transporting. This includes providing a work space for student homework completion, ensuring district take-home devices are charged, and allowing students to complete independent work on their own without adult coaching.
- Ensuring students arrive to school on time, daily, when in good health.
- Reviewing district policy and school discipline rules and regulations with family members to ensure that all understand the standards of conduct expected by school authorities.
- Assisting school personnel in changing unacceptable behaviors of their children and being available to school personnel during the day by maintaining current phone numbers (home and emergency) at school.

- Cooperating with school officials in determining and carrying out appropriate discipline penalties when such action is necessary.
- When necessary, seeking the advice and guidance of district personnel and/or appropriate community agencies for assistance in correcting misbehavior of the student.
- Participating in intervention or preventative meetings with site personnel to determine behavioral patterns, antecedents, or behavior support plans.

RESPONSIBILITIES OF STUDENTS:

The staff at Chet F. Harritt S.T.E.A.M. School believes that in order for students to develop and maintain a positive self-image and behave in a productive manner, it is necessary to have a classroom management plan which emphasizes the positive, recognizes and rewards responsible actions, and stresses student decision making. When making decisions regarding appropriate behavior, students are encouraged to always ask the following questions:

1. Is it safe?
2. Is it courteous?
3. Would it be okay if everybody did it?

Students contribute to a positive school environment in the following ways:

- Attend school with necessary supplies, devices, and projects.
- Complete classwork and homework by the designated due date.
- Complete independent activities such as reading (appropriate leveled texts), online practice (i.e. Dreambox, Razkids).
- Participate in behavior expectation assemblies each trimester.
- Review and adhere to playground rules as posted in each play space.
- Be responsive to direction or correction provided by staff members.
- Participate in positive reward systems such as DREAM Stars, positive preferrals, and front of the line passes.

PUPIL BEHAVIOR AND STANDARDS:

Pupil conduct standards and consequences for Chet F. Harritt S.T.E.A.M. School are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted district-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Chet F. Harritt S.T.E.A.M. School.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Chet F. Harritt S.T.E.A.M. School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include: outdoor public announcement system, classrooms equipped with telephone intercoms, and teachers carry walkie-talkies while outside. Administration carry cell phones and walkie-talkies at all times.

Community involvement is encouraged to help increase school safety.

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

INTRODUCTION

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Chet F. Harritt promotes educationally and psychologically healthy environments for all children and staff members. Chet F. Harritt S.T.E.A.M. School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Chet F. Harritt S.T.E.A.M. School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Chet F. Harritt S.T.E.A.M. School's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

SCHOOL SAFETY STRATEGY #1:

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

PREVENTING AND INTERVENING: PUPIL AGGRESSIVE BEHAVIOR

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Chet F. Harritt S.T.E.A.M. School use a comprehensive approach to school violence prevention. Pupils are identified using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

MENTAL HEALTH PROGRAMS

Assigned to Chet F. Harritt S.T.E.A.M. School is a school counselor. District programs contributing to mental health goals include Project Alert in seventh and Club Live for sixth through eighth grades, which focus on making positive choices. The staff of Chet F. Harritt S.T.E.A.M. School shall identify students in need and bring forth the student and the family to the school's Student Success Team. The staff of Chet F. Harritt S.T.E.A.M. School shall implement the EDCR Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

PROFESSIONAL DEVELOPMENT

The Santee School District provides professional development for teachers, parents, and community members. The goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

STUDENT RECOGNITION PROGRAM

Chet F. Harritt offers several recognition and award programs:

- Classroom incentives/programs/activities will be determined by students and teachers in each class to recognize student academic achievement and social success.

- Classroom DREAM Assemblies will recognize outstanding students for following DREAM philosophy and showing character traits such as diligence, respect, accountability, empathy, and motivation. (During the pandemic, these are modified to provide for social distancing and appropriate redirection.)
- Gold and Silver Key Celebrations to recognize academic achievement.
- Positive phone calls from administrator.
- Positive Preferrals.
- Classroom Perfect Attendance class awards.
- DREAM Star tickets for positive choices or volunteerism.

SCHOOL SAFETY STRATEGY #2:

Procedures, programs and strategies are implemented to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report, and be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

NONDISCRIMINATION AND FAIR TREATMENT OF PUPILS

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent Student Handbook” is offered to each parent/student annually or upon enrollment. The handbook contents are provided for each family as part of the entry packet and is published online on the Chet F. Harritt S.T.E.A.M. School website for reference at any time. If there are any updates or revisions, they are noted online for parent/student reference. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

DISCIPLINE POLICY AND CODE

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Chet F. Harritt S.T.E.A.M. School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Chet F. Harritt has developed plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas.

School rules and discipline are communicated to parents through the parent handbook and teacher and administrator prepared parent letters at the beginning of the school year. Approximately three times a year, or whenever deemed necessary, administration meets with the students to review school rules and consequences.

SCHOOL SAFETY STRATEGY #3:

Chet F. Harritt S.T.E.A.M. School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

CRISIS INTERVENTION AND DISASTER PLANNING

The staff of Chet F. Harritt S.T.E.A.M. School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

The district sponsors random checks for dangerous substances such as drugs, alcohol, and gunpowder through the use of canines trained to detect such substances. These checks will happen at random intervals in grade six through eight classrooms throughout the year.

Chet F. Harritt S.T.E.A.M. School benefits from the District’s Disaster Response Emergency Procedures Plan (DREP). The DREP Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

The school will work with local safety, law enforcement, or emergency response agencies (i.e. Santee Fire Department, Santee Sherriff’s Department) to ensure school evacuation or security procedures are followed to allow for efficient staff/site response

during a crisis/emergency. Agencies will be invited on campus for review of protocols or during drill scenarios for recommendations and feedback.

STUDENT REPORTING OF CONCERN

Chet F. Harritt S.T.E.A.M. School encourages students to report concerning situations either before they occur or after as a witness or victim. This helps determine a situation of need as well as who is involved. Reporting can occur through several means:

- Talk with the classroom teacher.
- Report a problem to a supervising staff member during recess or lunch.
- Leave a note for the teacher.
- Visit the office to complete an incident report, to be submitted to the vice principal's office.
- Call the Bullying Hotline to report, either with your name or anonymously as well as who is involved, location, frequency, etc.
- Leave a note explaining the issue and who is involved , either with your name or anonymously, in one of two reporting boxes located in the multipurpose room or the main office.

Once a report is made, an investigation occurs to resolve the problem and disciplinary action is taken as needed.

TEACHER NOTICE OF DISCIPLINARY HISTORY

The District's Pupil Service Department, under the direction of the Assistant Superintendent of Human Resources and Pupil Services, shall provide to the administration of Chet F. Harritt information on each pupil who has: (a) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

GANG AFFILIATION

Gang affiliation and gang activity will not be tolerated at Chet F. Harritt S.T.E.A.M. School. The staff at Chet F. Harritt shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

GANGS AND GRAFFITI

There is a local law enforcement gang task force. Chet F. Harritt S.T.E.A.M. School uses its links with the City of Santee to enhance its effort to curb gang influence.

ALTERNATIVE PROGRAMS

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Chet F. Harritt S.T.E.A.M. School has access to the Santee Success Program, an alternative program that provides students with opportunities to produce positive outcomes. Also, Santee School District offers the Alternative School, a home school program, for students in grades kindergarten through eighth grade.

DRUG AND VIOLENCE PREVENTION PROGRAMS

As a whole campus, the Parent Teacher Association sponsors an annual Red Ribbon Week that emphasizes living a drug free, tobacco free, and a healthy lifestyle. In addition, Club Live, a weekly middle school club, helps generate positive and healthy decision-making for sixth through eighth graders. The Santee School District also contracts with K.I.D.S. Inc. to provide a random inspection of middle school classrooms to detect contraband items including drugs, alcohol, prescription medications, and firearms. K.I.D.S. also partners with the school to present an assembly about illegal items not allowed on campus.

TRUNANCY - SCHOOL ATTENDANCE REVIEW BOARD (SARB) / DISTRICT ATTORNEY REFERRAL

Chet F. Harritt S.T.E.A.M. School recognizes the importance of punctuality and regular attendance. The staff of Chet F. Harritt shall accurately record the attendance record for all students. Students with poor attendance due to medical issues will be referred to the school nurse. Parents of students with poor attendance are initially put under contract with the Student Attendance Review Team (SART) at the site level. SART members may consist of the parents, student (when appropriate), school counselor, teacher, school health clerk, Vice Principal and from the district office the Director of Pupil Services. Contracts are to remain in place for up to two years. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a referral to the East County District Attorney's Office with a request for prosecution of the parent and/or the student.

MEGAN'S LAW NOTIFICATION

The staff of Chet F. Harritt S.T.E.A.M. School shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register. As part of our site volunteer registration procedures, applicants submit their driver's license to the school secretary, who then runs it through a machine checking it against

the Megan's Law registration database for the United States, ensuring we have approved, safe participants on site or participating in field trips. Once a volunteer is in the system, a check is run on them each time they sign in to volunteer ensuring they remain approved.

SCHOOL SAFETY STRATEGY #4:

Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

PARENT/GUARDIAN INVOLVEMENT

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Chet F. Harritt S.T.E.A.M. School:

- Effectively uses the School Site Council.
- Notifies parents about, and encourages participation in, parenting programs.
- Has established a school visitation procedure.
- Provides weekly notifications to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.
- Provides resources online for parent use and reference.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

PARENT TRAINING: PROMOTION THTE USE OF COMMUNITY RESOURCES

Chet F. Harritt S.T.E.A.M. School and the Santee School District, advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

PROBLEM SOLVING TEAMS

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. In-building, collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Chet F. Harritt S.T.E.A.M. School utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

COMMUNITY LINKAGES

When working with parents and students with specific issues, the staff and school counselor at Chet F. Harritt S.T.E.A.M. School will provide information to the families regarding available community resources. The school counselor works closely with recognized local city, county and state agencies.

SCHOOL SAFETY STRATEGY #5:

School administrators, staff and campus lunch supervisors use common strategies to promote school safety.

CAMPUS AIDE AND ADMINISTRATIVE POSITIONS

Schools can enhance physical safety by monitoring the surrounding school grounds, including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Chet F. Harritt S.T.E.A.M. School employs a principal, vice principal, and lunch campus aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal, vice principal, and staff have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal and vice principal at Chet F. Harritt S.T.E.A.M. School make themselves available for a pupil to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the school administration, staff, campus supervisors and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

CAMPUS DISTURBANCE AND CRIMES

Chet F. Harritt S.T.E.A.M. School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Chet F. Harritt S.T.E.A.M. School will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement

and the Office of Child Welfare and Attendance as needed.

VISITORS AND EDUCATIONAL PROCESS

Chet F. Harritt S.T.E.A.M. School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Chet F. Harritt S.T.E.A.M. School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals such as the campus aides, custodians, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Chet F. Harritt S.T.E.A.M. School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the school administration, staff or campus supervisors may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Chet F. Harritt S.T.E.A.M. School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Chet F. Harritt S.T.E.A.M. School shall contact the district office to determine whether to file for a temporary restraining order and injunction.

SCHOOL SAFETY STRATEGY #6:

At Chet F. Harritt S.T.E.A.M. School, effective procedures will be followed to maintain a safe physical plan and school site.

ENHANCING PHYSICAL SAFETY PRACTICES

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Chet F. Harritt S.T.E.A.M. School:

- Operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Has helped assure a safe learning environment.
- Has set a priority to keep buildings clean and maintained.
- Has located its playground equipment where it is easily observed.
- Has limited roof access by keeping dumpsters away from building walls.
- Assigns duty positions at strategic locations, before school, during recess breaks, and after school to support safe arrival, play and departure.
- Avoids decorative hedges and plants all new trees at least ten feet from buildings.
- Keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Keeps a complete list of staff members who have keys to building(s).
- Does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Provides maximum supervision in heavy traffic areas.
- Has established two-way communication between the front office and each classroom.
- Offers school-or-community-based activities for students after school.

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

Child Abuse or neglect includes the following:

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

Child abuse or neglect does not include:

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

REPORTABLE OFFENSES

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

RESPONSIBILITY FOR REPORTING

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

REPORTING PROCEDURES

1. Initial Telephone Report- Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriffs department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services, Child Abuse Hotline
1-800-344-6000

San Diego County Sheriffs Department
858-565-5200

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

2. Written Report- Within 36 hours of knowing or observing the information concerning the incident, any employee (as defined above) shall fax legible, completed Form 04-184 (10/91) "Suspected Child Abuse 'FAX' Report" to: Children's Services Bureau, FAX# (619) 694-5469 and to Educational Services, FAX# 2367. Attach FAX receipt to the reporter's copy of the FAX. Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

3. Internal Reporting- Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. The mandated reporter shall not be required to disclose his/her identity to the principal. He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

TRAINING

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting. Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

VICTIM INTERVIEWS

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

RELEASE OF CHILD TO PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

NOTIFICATIONS

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

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

Adaptations for Students with Disabilities

Disaster Plan (See Appendix C-F)

A contingency plan for emergencies is contained in the Staff Redbook which is available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures, and information on Readiness and Emergency Management for Schools.

The plan is reviewed at the beginning of each school year. This plan also contains available district and the staff of Chet F. Harritt School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicide threats call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Chet F. Harritt School benefits from the District's Disaster Response Emergency Procedures Plan (DREP). The DREP includes information on how to respond to a crisis, including risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response, and training/drills to become aware of warning signs are among the areas addressed.

All staff are trained annually on earthquake emergency procedures, evacuation procedures, lock-down procedure, and shelter-in-place procedures.

Staff and student perform evacuation drills (monthly), earthquake drills (minimum of 2), lock-down drills (minimum of 1), and shelter-in-place drills (minimum of 1) throughout the year.

EMERGENCY DISASTER PROCEDURE ADAPTATION WILL BE PROVIDED FOR STUDENTS WITH DISABILITIES AS NEEDED:

- Adult supervision during transitions
- Adult one-to-one assigned to student to support socio-emotional and/or physical needs
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Use of self-calming strategies taught in advance
- A peer buddy system

- Access to emergency medications (e.g., an asthma inhaler)
- Access to noise-canceling headphones

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

The primary goal in the fight against opioids and fentanyl use is prevention.

Santee School District will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - o How opioids and fentanyl affect the body's systems.
 - o Refusal strategies
 - o The signs and symptoms of use/abuse
 - o The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

Evacuation Planning for Special Needs

For People with Disabilities and Special Needs

Santee School District uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

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Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)

- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
 - o Self
 - o Self with device
 - o Self with assistance
 - Personal Assistance (What kind of assistance might I need?)
 - o Who
 - o What
 - o Where
 - o When
 - o How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101", Life Safety Code" for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101[®], Life Safety Code[®], for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72[®], National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs

should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a "firefighters" keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building's emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats

- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with “closed captioning” at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don’t block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building’s alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?

- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?

- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Procedures To Assess and Respond to Dangerous, Violent and Unlawful Activity

The Santee School District is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow {DistrictName} procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

The Santee School District adheres to the following Law Enforcement Notification Matrix in

CALL 911 for Law Enforcement

? Bomb threat/Suspicious package

? Firearm on campus

? Explosive on campus

? Fire

? Immediate risk of harm to student(s) and/or staff

? Intruder on campus

? Medical emergency

? Possible abduction ? Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902)

? Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement

? Report of sexual assault or battery (Grades 4-12) (EC 48902)

? Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse

? Homicidal threat (Grades 6-12) (EC 49390)

? Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity

? Physical attack, assault or threat toward employee (EC 44014)

? Possession of controlled substance (EC 48902)

? Possession of other dangerous weapon (EC48902)

? dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Public Agency Use of School Buildings for Emergency Shelters

Coordination of the use of school buildings for emergency shelters should be coordinated through the Office of the Superintendent of the Santee School District.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BP5144.1 (a)

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others. The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

ZERO TOLERANCE

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

STUDENT DUE PROCESS

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law.

SUPERVISED SUSPENSION CLASSROOM

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school providing him/her with supervision that is separated from the regular classroom. The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

REQUIRED PARENTAL ATTENDANCE

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

DECISION NOT TO ENFORCE EXPULSION ORDER

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:
EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

9073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs/index.html>

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher 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)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

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)

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

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Suspensions are reported to each teacher using the schools internal email address.
2. Teachers are advised about the confidential nature of the data.
3. Suspension reports are filed in the student's cum and a copy is sent to Pupil Services Department.
4. Teachers can access suspension history for their students in Power School.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office. When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the district Pupil Services Department. Copies of this notice are maintained in the school office and the district Pupil Services' Office.

Included in AR 4158

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher 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). Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201). 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).

(E) Discrimination and Harassment Policies

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

RECORD-KEEPING

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Interference with constitutional right or privilege

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin 104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

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

STUDENTS BP 5132(a) DRESS AND GROOMING

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. Gang-Related Apparel and Racial or Ethnic Symbols Gang related apparel or clothing with racial or ethnic symbols is prohibited. Prohibited dress includes garments displaying logos of racist groups, obscene language, vulgar gestures, racist, ethnic or sexist slurs. Dress code should be included as part of the school safety plan and must be presented to the Board for approval.

UNIFORMS

Uniforms In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference: BP 5132(b) DRESS AND GROOMING; EDUCATION CODE 32281 School safety plans 35183 School dress codes; uniforms 35183.5 Sun-protective clothing 48907 Student exercise of free expression 49066 Grades; effect of physical education class apparel CODE OF REGULATIONS, TITLE 5 302 Pupils to be neat and clean on entering school COURT DECISIONS Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459 Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251 Hartzell v. Connell, (1984) 35 Cal. 3d 899

Students AR 5132(a) DRESS AND GROOMING

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day as long as these articles comply with the requirements in this administrative regulation. In addition, the following guidelines shall apply to all regular school activities:

1. Appropriate shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable. Heels must be of a reasonable height and not be unsafe in the school environment.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate death, violence, racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, spaghetti straps, off-the-shoulder or low-cut tops, strapless or tube tops, backless shirts, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.

6. Hair shall be clean and neatly groomed and the color may not cause a distraction to the educational environment. Hair may not be sprayed by any coloring that would drip when wet.
7. Spiked jewelry and waist chains will not be allowed.
8. Students must be cleanly dressed so as not to promote unhealthy or unsanitary conditions.
9. Bandanas and sweatbands shall not be worn unless prior approval is granted by a site administrator.
10. Overalls are considered pants and must have an appropriate shirt worn underneath.
11. Muscle shirts, tank shirts, or underwear shirts may not be worn. Clothing that is suggestive or revealing will not be allowed.
12. Facial piercing shall be limited to the ears only. Any other piercing must be plugged with a skin tone plug (no color).
13. Pants must not be worn to expose undergarments or bare skin above the waist.
14. Clothing that is considered nightwear (pajamas and slippers) may not be worn, with the exception of a designated day by the school.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities. Gang-Related Apparel and Racial or Ethnic Symbols Gang related apparel or clothing with racial or ethnic symbols is prohibited. Annually, the district will work with the Sheriff's Department to identify specific logos, designs symbols, verbiage, etc. that are associated with gangs. This information will be provided to the school administration each spring so that families can be informed of the dress code requirements before the end of the school year. Uniforms In schools where a schoolwide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn. At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. Parents/guardians shall also be informed of their right to have their child exempted.

Regulation SANTEE SCHOOL DISTRICT approved: September 7, 1993 Santee, California revised: July 18, 2006 revised: May 19, 2009 reviewed: August 17, 2010

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

Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school. Student's riding bike must be grade 4-8, file a bike permit and must wear helmets.

In addition, the principals' school newsletters provide frequent reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. Safety patrol squads assist families in crossing at designated place within the school school boundaries. Teachers are on duty 15 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted. Volunteers are required to fill out a volunteer application and valid ID and are checked in the Megan's Law database. (During the pandemic, these are modified to provide for social distancing and appropriate redirection.)

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

Component:

School buildings, classrooms, and surrounding areas will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.

Element:

Physical Environment

The parents and visitors recognize and commend the students and staff at Chet F. Harritt School for the following conditions and programs that positively affect the physical environment of the school:

The meticulously maintained school campus.

Maintenance of a hazard free environment.

The safe, orderly manner in which students circulate on campus.

Opportunity for Improvement:

By the end of the 2023-2024 school year, we will have maintained a clean and litter free physical campus as evident by custodial evaluation, campus supervisor evaluations, administrator evaluation, and observations of the campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
We will continue to improve the cleanliness of our campus.	<ul style="list-style-type: none"> Vice Principal with campus aides, custodian, and students accept the responsibility for a clean lunch area and will monitor the area. Recognize responsible behavior in the lunch area, including utilizing student volunteers for community service, through use of DREAM Stars. Recognize classes and grade levels that display responsible behavior and expectations at the lunch tables through weekly rewards. Vice Principal and custodian will implement tray stackers to maximize space in trash cans. Vice Principal will train campus supervisors on clean-sit-release recess dismissal. Classroom rotation for 	<ul style="list-style-type: none"> Daily check in between Admin. and custodian regarding cleanliness. DREAM tickets. Implement use of boxes placed near trash cans for tray disposal Trained Campus Supervisors enforcing PBIS DREAM in the lunch area. Class/student participation. 	Vice Principal Custodian Campus aides	<ul style="list-style-type: none"> Reduction of litter in the lunch court area as observed by staff observation (Admin. and custodian).

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will assess the condition of our buildings and main areas to identify maintenance needs.	<ul style="list-style-type: none"> • Perform initial sweep of campus prior to start of school year to identify immediate needs. • Conduct regular campus walks to identify areas of needs. • File work orders for unsafe areas or needed repairs. • FIT report with the coordination of the Director of Maintenance • During weekly walkthroughs , administrators will assess wear or damage. • Coordinate with custodial staff for daily, weekly, and break cleaning. 	<ul style="list-style-type: none"> • District work order system for input of maintenance work orders. • Monthly VP/Custodial meeting. • District work order system. • Weekly administrator meetings. 	Principal Vice Principal Secretary Day Custodian Evening Custodians	<ul style="list-style-type: none"> • Clean, safe buildings and hallways. • Tracking of accident reports related to site grounds.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Adopt a Hallway	<ul style="list-style-type: none"> All classroom teachers are assigned an area of the campus to maintain and clean with the help of their students. VP will do regular check in of that areas to make sure that areas are properly maintained. 	- VP will make sure that classroom teachers have the materials that they need to maintain the space.	Principal Vice Principal Custodian Classroom Teachers	- Clean, safe, well maintained classrooms and common areas.
Cameras	<ul style="list-style-type: none"> Cameras were installed on campus that cover the outside areas, hallways, and include restroom entrances. Additional cameras, will be installed this year to provide additional/better coverage for outside areas, hallways, and include restroom entrances. 	- When a safety concern is reported, the camera footage will be used in the investigation to give more clarity.	Principal Vice Principal Maintenance Department Technology Department Custodial Crew	<ul style="list-style-type: none"> Reports of safety concerns will decrease. Less criminal activity reported on campus.

Component:

A safe physical and emotional learning environment for all students will be established and maintained at Chet F. Harritt STEAM School.

Element:

Positive School Climate

Opportunity for Improvement:

Desired Outcome: Increase student Safety scores by 5% as measured by the Panorama Survey and Site Climate Surveys with an instructional emphasis on peer relationships.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will have a rise in positive reactions between peers, thus reducing the number of referrals. Students will demonstrate empathy and relationship building.	<ul style="list-style-type: none"> Students participate in classroom community-building such as circles, journaling, student acknowledgment, encouragement, or classroom meetings. Use of "I statements" to communicate feelings and steps for taking responsibility. Use of 5 question strategy to help students come up with solutions and build problem-solving. 	<ul style="list-style-type: none"> Use of Restorative Practices Program. Post D.R.E.A.M. expectations for each of the designated areas throughout the campus. Staff development on conflict resolution and anger management. Classroom instructional time. 	Vice Principal Teachers School Counselor	<ul style="list-style-type: none"> Reduction in the number of referrals. 22/23 Hall Pass data: Trimester 1 63 behavior referrals, 27 were sent due to behaviors towards other students (43% of total behavior referrals).

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will demonstrate responsibility and campus pride through reporting dangerous or bullying-like behavior.	<ul style="list-style-type: none"> • Maintain anonymous reporting stations for students to turn in information for problem-solving. • Utilize online bullying reporting system. • Notify students during beginning of the year assembly about options for reporting. 	<ul style="list-style-type: none"> • Anonymous reporting boxes • Bullying hotline • Online reporting web link • Behavior Assembly 	Vice Principal Principal	<ul style="list-style-type: none"> • Increase in number of anonymous reports.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will increase the student-counselor interactions throughout the school year.	<ul style="list-style-type: none"> Counselor Powerschool Log Entries Provide online and in-person referral forms from parents, staff, or students. <p>Second Step:</p> <ul style="list-style-type: none"> Focused lessons on bullying in grades 6-8: Units 2 and 4 New Bully Prevention Units purchased for grades K-5 Regular check in with teachers from counselor Team building activities in classroom setting to build trust Site based common language The Great Kindness Challenge: Goals per month, not just focus on the week in January Using common language across the campus that reinforces safety Reinforcement of current student reporting tools. 	<ul style="list-style-type: none"> Increased counselor allocation from school district. Provide classrooms for Club Live and Safe School Ambassador trainings and meetings. 	School Counselor Vice Principal	- Decrease in suspensions reported on end of the year report.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>We will implement D.R.E.A.M. PBIS strategies campus-wide teaching behavioral expectations for students in all aspects of their school day.</p>	<ul style="list-style-type: none"> Faculty D.R.E.A.M. meeting where all staff are trained and collaborate to plan explicit teaching lessons for students to learn D.R.E.A.M. expectations. Students will participate in D.R.E.A.M. lessons (character education) during classroom sessions. Faculty training of Zones of Regulation Climate Committee will create Chet's specific Site Survey to refine questions from the Panorama data to reflect the needs of Chet's student population. Implementation of morning meetings in the classroom to build a positive classroom climate. 	<ul style="list-style-type: none"> Vice Principal to present expectations in school-wide D.R.E.A.M. assemblies. Classroom instruction time. D.R.E.A.M. PBIS behavioral expectations and descriptions of each character trait. Classroom instruction time. D.R.E.A.M. cart with student incentives. Regular Climate Committee meetings 	<p>Vice Principal Teachers and support staff Climate Committee</p>	<p>PANORAMA: Elementary Identified Need Safety: 51% feel mean rumors and lies spread 45% feel others make fun of their appearance or the way they talk Secondary Identified Need Safety: 60% feel others make fun of their appearance or the way they talk feel mean rumors and lies spread 58% have experienced teasing about what your body looks like</p> <p>SITE CLIMATE SURVEY: Grades K-2: 28% of the students took accountability for speaking negatively about others. 60.7% of students feel that someone has spoken negatively about them. 95.8% of the students felt that they were able to work out their problems with other students using the strategies that were taught through classroom activities/Second Step. Grades 3-8: 53% of the students took accountability for speaking negatively about others. 73.2% of students feel that someone has spoken negatively about them. 79.2% of the students felt that they were able to work out their problems with other students using the strategies that were taught through classroom activities/Second Step</p>
Comprehensive School Safety Plan		59 of 88		2/23/24

Component:

Use effectively a social emotional learning and Positive Behavior Intervention System at Chet F Harritt School.

Element:

PBIS implementation, Second Step implementation

Opportunity for Improvement:

Desired change: Increase student SEL scores by 5% as measured by the Panorama Survey and Site Climate Surveys with an instructional focus on self-efficacy, group efficacy, and growth mindset.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will continue with the School Climate Committee and meet 3-4 times during the school year.	<ul style="list-style-type: none"> • Send out communication requesting new volunteers for the committee. • Set initial meeting with agenda: Calendar meetings and professional development throughout the year. 	<ul style="list-style-type: none"> • Email and paper copies • Classroom location for meeting 	Vice Principal	<ul style="list-style-type: none"> • Minutes/notes/ agendas from meetings • PBIS Implementation rubric

<p>We will implement the 5 core values for the site's PBIS.</p>	<ul style="list-style-type: none"> • Teach DREAM to students at initial behavior assemblies. • DREAM Pledge recited each morning during opening exercises. • Teachers teach DREAM in their classrooms and throughout the school. • Pre and post safety surveys to students grades 3-8th. • Check in with staff and students mid-year to analyze implementation and add additional layers and supports as needed. • Support PBIS implementation through honors and incentives. 	<ul style="list-style-type: none"> • Time allocation during staff meetings • Student pre and post surveys • Staff survey 	<p>Vice Principal Climate Committee</p>	<ul style="list-style-type: none"> • Survey results from students • Survey results from staff • Survey Results from Site Survey <p>PANORAMA Elementary Identified Need: 33% feel they cannot do well in a subject if they are not naturally good at it. 59% feel they cannot master the hardest topics in their classes. Secondary Identified Need: 59% feel they cannot do well in a subject if they are not naturally good at it. 59% feel they cannot master the hardest topics in their classes. 44% feel they cannot do well on tests, when they are difficult.</p> <p>SITE CLIMATE SURVEY: Grades K-2: 97.5% of students feel that they have a trusted person to talk to on campus. 66.9% of the students feel that the adults on campus help them when you have a problem. Grades 3-8: 86.1% of students feel that they have a trusted person to talk to on campus. 30.1% of the students feel that the adults on campus help them when you have a problem.</p>
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<p>We will explicitly teach our PBIS matrix to outline expected behaviors in a variety of school settings.</p>	<ul style="list-style-type: none"> • Staff teach expected behaviors in school settings that align with values. • Admin refers to PBIS matrix during discipline issues. 	<ul style="list-style-type: none"> • PBIS matrix, DREAM classroom expectancies and DREAM Pledge posters posted in every classroom. • DREAM posters clearly posted and accessible at a variety of school settings. • Funding allocation through SPSA aligned with goals from LCAP. • PPT and video lessons based upon the PBIS matrix that can be utilized throughout the year. 	<p>Vice Principal Climate Committee ASB DREAM committee</p>	<ul style="list-style-type: none"> • Matrix posted on school website and Facebook • PBIS Handbook
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<p>We will fully implement the Second Step SEL program</p>	<ul style="list-style-type: none"> • Counselor will offer in class support/ lessons • Pacing guide will be designed to help teachers complete the program with fidelity. • Climate committee will review implementation and support as needed <p>Second Step:</p> <ul style="list-style-type: none"> • Focused lessons in unit one that target: academic success, decision making, growth mindset, and planning ahead. • Regular check in with teachers from counselor <p>Site based common language:</p> <ul style="list-style-type: none"> • Using common language across the campus reinforces a growth mindset and positive interaction between teacher and student. • Morning meetings that help students feel more connected to their teacher 	<ul style="list-style-type: none"> • SEL materials • Supplemental materials 	<p>Counselor Vice Principal Climate Committee</p>	<ul style="list-style-type: none"> • Climate committee survey results • Reduction in reports of students who are not emotionally regulated.
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Chet F Harritt STEAM School Student Conduct Code

Effective and safe schools develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a schoolwide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Chet F Harritt School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectations and consequences for pupils. Chet F. Harritt School has developed plans to promote positive behaviors on the playground, in the lunchroom, hallways, and assembly areas.

School rules and discipline are communicated to parents through the parent handbook and teacher and administrator prepared parent letters at the beginning of the school year. The D.R.E.A.M. PBIS behavior grid/Matrix is posted in every classroom as well as in Peachjar and on the school website for parent access. Approximately three times a year, or whenever deemed necessary, administration meets with the students to review school expectations and consequences. Administration conducts Behavior Assemblies twice a year to the students.

Conduct Code Procedures

Teachers will create a classroom structure and discipline system that will communicate classroom expectation as well as student behavior in accordance to our PBIS Matrix. If a student is displaying an unsafe or defiant behavior, including any item included in the zero tolerance listing will be referred to the office through a referral system. Site administrators will conduct interviews or investigations to determine sequence, choices, and damage/injury. Consequences will be assigned, reflecting a restorative approach. In addition, parents will be contacted to notify them of student behavior and consequence. If behavior includes injury or a safety concern, a student may be suspended from class or school. Lastly, if behavior falls under violation of Education Code 48900, a child will be suspended and may be referred to an administrative review hearing at the district level. At any time, teachers or staff may call a parent conference to discuss student behavior concerns as well as create goals or a behavior monitoring plan.

(J) Hate Crime Reporting Procedures and Policies

BP 5145.9(a)

HATE- MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The Superintendent or designee shall ensure that staff receive training on recognizing hate motivated behavior and on strategies to help respond appropriately to such behavior.

GRIEVANCE PROCEDURES

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate. As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

BP 5145.9(b)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs Management Resources: CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES California Student Safety and Violence Prevention - Laws and Regulations, April 2004 U.S.

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999 U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997 WEB SITES CSBA: <http://www.csba.org> California

Association of Human Relations Organizations: <http://www.cahro.org> California Department of Education: <http://www.cde.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org> U.S. Department of Education, Office for Civil

Rights: <http://www.ed.gov/about/offices/list/ocr> U.S. Department of Justice, Community Relations Service:

<http://www.usdoj.gov/crs>

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Safety Plan Review, Evaluation and Amendment Procedures

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by Chet F. Harritt Staff, the Safety Committee, the English Learner Advisory Committee, and by the School Site Council for site approval. A representative from law enforcement reviews the plan before it is submitted to the Santee School District Board of Education for district level approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

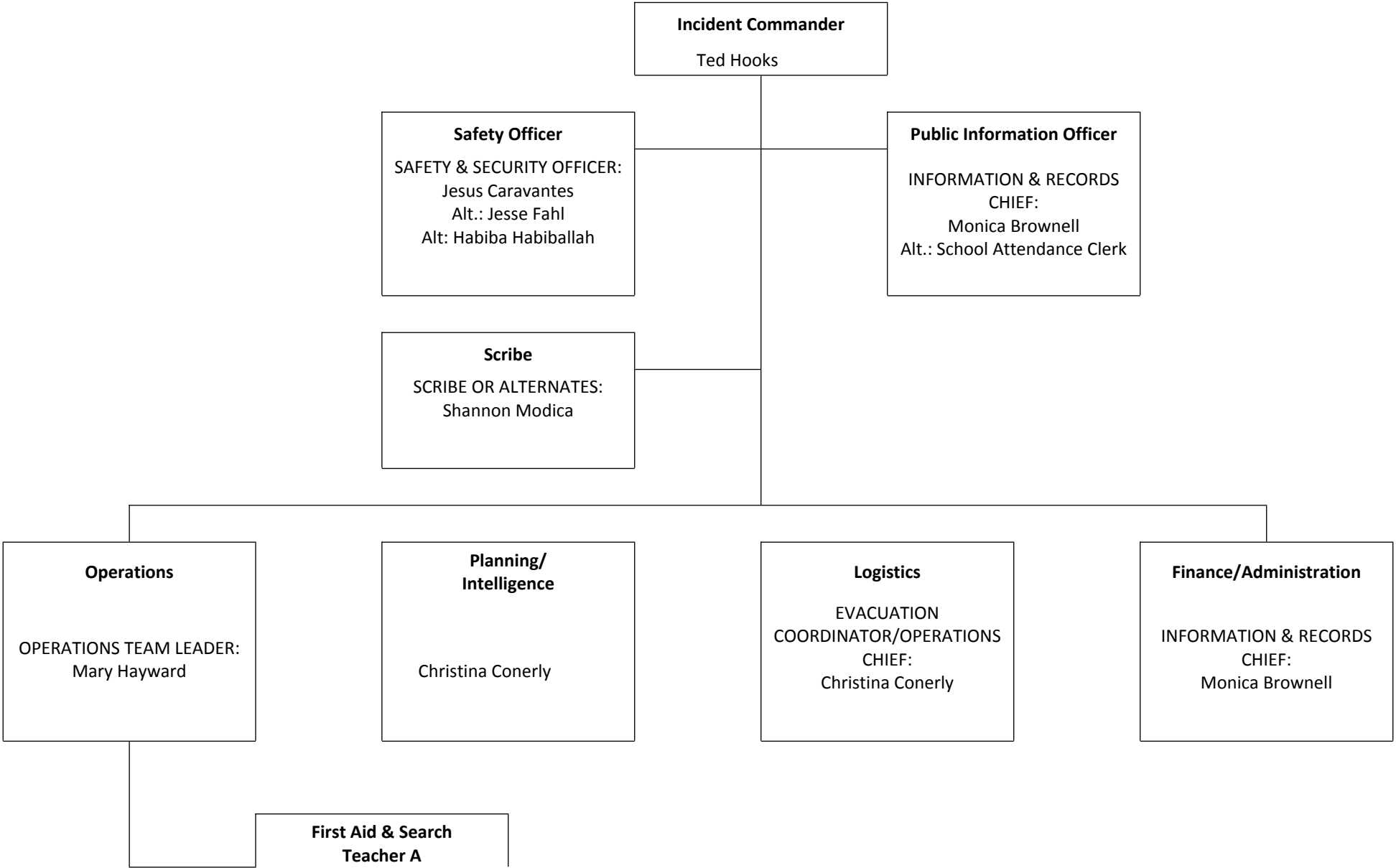
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	California Highway Patrol	619- 258-2300	
Law Enforcement/Fire/Paramedic	Santee Sheriff	(619) 956-4000	
Law Enforcement/Fire/Paramedic	Santee Fire	(619) 258-4100	
Emergency Services	911- Emergency	911	
Public Utilities	Padre Dam	(619) 258-4600	
Public Utilities	SDGE	(619) 441-3834	
School District	Santee School District Kitchen	(619) 258-2290	
School District	Santee School District Transportation	(619) 258-2300	
Local Hospitals	Rady Children's Hospital	(858) 576-1700	
Local Hospitals	Grossmont Hospital	(619) 740-6000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff review of emergency procedures	10/25/23	Faculty meeting, full staff, Chet F. Harritt
Safety committee review of Comprehensive Safety Plan	12/6/23	Chet F. Harritt School
Comprehensive Safety Plan Presentation for ELAC	12/20/23	Chet F. Harritt School
Comprehensive Safety Plan Presentation/approval for School Site Council	12/19/23	Chet F. Harritt School
Law Enforcement review of Comprehensive Safety Plan		Chet F. Harritt School

Chet F Harritt STEAM School Incident Command System



MEDICAL TEAM
LEADER: Norma Lewis

Lori Zurmule
Erik Bristol

SEARCH/RESCUE TEAM ONE
Site Sub #1
Site Sub #2

SEARCH/RESCUE TEAM TWO
Susan Orsinelli
Joey Sutera

SEARCH/RESCUE TEAM THREE
Laurie Rush
KJ Hoyt

SEARCH/RESCUE TEAM FOUR
Mike Doane
Melissa Ward

CRISIS RECOVERY
Beth Treglio
Courtney McLean
Courtney Breslow
School Psychologist

**Student Release &
Accountability
TeacherB**

STUDENT CARE &
SUPERVISION

LEADER: Crystal Matushek

Rita Zobel
Trisha Best
Kelcie Orsinelli
Nicole Weiss
Risa Farber
Emily Zobel
Carrie Trantalis
Hannah Giblin
Jillian Feightner
Lisa Taylor
Ashley Jackson
Krista Rosen
Kelsey Smith
Katie Vick
Hannah Fields
Celeen Klus
Kalen Jennings
Cynthia Morales

FOOD & WATER
Mindy Minney
Wagham Alzubaidi
Edie Mottola

TRANSPORTATION
Stacie Bartfeld

STUDENT RELEASE
Student Attendance Clerk
DeAnna Tritthart
Paula Ledesma

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Chet F Harritt 5 Functions for Incident Command Team Responsibilities

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Determining the type of emergency will assist in the Commander/Administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact. Refer to emergency sections in this plan.

Step Two: Identify the Level of Emergency

Determine the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency. The impending threat/damage timetable will be considered. Also, the potential for injury or loss of life will be weighed to determine the level (highest injury = highest level of emergency).

Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, Site Administrators/Commander will determine immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, gas leak, and utility leak or damage, etc.

Step Four: Communicate the Appropriate Response Action

Administrators/Commander will communicate to the necessary emergency responders via phone, preferably a land line phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants such as:

- Bell system
- Phone intercom system
- School email

In addition, the Administrators/Commander will communicate with district personnel via:

- Phone
- District Transportation Radio
- Email
- Text messaging

Lastly, a community communication plan will be created to notify families of incident, pick-up procedures, or next steps through one or several methods:

- Letter
- School messenger call out/email
- Posting on website/Facebook

Types of Emergencies & Specific Procedures

Aircraft Crash

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

AIRPLANE CRASHED INTO SCHOOL PROPERTY

STAFF ACTIONS:

- Call 911 and/or alert Site Administrator.
- Move students away from immediate vicinity of the crash.
- Follow immediate response action as directed by the Fire Department or Site Incident Command (Evacuation or Shelter in place).
- Locate emergency folder including class roster, "Buddy" class roster, and other emergency supplies as appropriate.
- Remove staff ID placard from emergency folder and put it on.
- If evacuating, use primary and/or alternate fire routes to a safe assembly area away from the crash scene.
- If safe to do so, Operations Chief initiates Site Sweep Teams to ensure that all students have evacuated all buildings.
- Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol.
- Report missing students to the Site Incident Command and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Wait for further directives or if ALL CLEAR is issued, return to the building.

AIRPLANE CRASHES NEAR SCHOOL

STAFF ACTIONS:

- Call 911 and/or alert Site Administrator.
- Move students away from immediate vicinity of the crash.
- Follow immediate actions as directed by Fire Department or Site Administrator.
- If immediate action is necessary, anticipate EVACUATION or SHELTER IN PLACE.

Animal Disturbance

Implement this procedure when any animal or bee swarm threatens the safety of the students and staff.

IN THE EVENT OF AN ANIMAL DISTURBANCE

STAFF ACTIONS:

- Alert Site Administrator.
- If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students inside.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.

IN THE EVENT OF A BEE SWARM

STAFF ACTIONS:

- If a bee swarm is identified, but bees are NOT aggressive, initiate procedures for SHELTER IN PLACE until the swarm has passed.

- If a bee swarm is identified and bees are aggressive, call 911.
- Initiate procedures for SHELTER IN PLACE. All students and staff should get inside a building immediately. A few bees may follow indoors, but in a well-lit room, bees will become confused and fly to windows.
- If bee attack is widespread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium.
- Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.
- If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).
- Have nurse or health clerk available to assist stinging victims or if there are large numbers of stinging victims or if there are large numbers of stinging victims, instruct Operations Chief to engage Medical Team.

Armed Assault on Campus

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff from danger or send them to a secure area. Safety and survival must always be the foremost consideration.

STAFF ACTIONS:

- If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security.
- If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately. Follow procedures for lockdown or evacuation as directed or as necessary.

Each school site must have a plan in place for students and/or staff who are “locked out” during a LOCKDOWN. It is the responsibility of the Site Safety Team that this plan is clearly communicated and integrated into drills and training.

STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:

- Follow procedures for EVACUATION as directed by law enforcement and/or site administrator.
- The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults.
- If necessary the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.
- Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor.
- All staff will participate in staff debriefings.

Biological or Chemical Release

GAS LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

STAFF ACTIONS

- If a gas odor is detected, notify Site Administrator or security personnel immediately.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If EVACUATION is ordered, follow all appropriate procedures.

TOXIC AGENT

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

- Postal mail
- Ventilation system

- Small explosive device
- Parcel left unattended
- Food supply
- Aerosol release

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

- Watery eyes
- Choking
- Breathing difficulty
- Twitching
- Loss of coordination
- Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

STAFF ACTIONS

- Alert Site Administrator.
- If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately.
- Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel.
- Follow standard student assembly, accounting and reporting procedures.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

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

THOSE WHO DISCOVER A CHEMICAL SPILL

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify Site Administrator.
- DO NOT eat or drink anything or apply cosmetics.

Bomb Threat/ Threat Of violence

PERSON RECEIVING THREAT BY TELEPHONE

- Listen. Do not interrupt caller.
- Keep the caller on the line.
- Alert another staff member to call 911.
- Alert another staff member to notify site administrator immediately.
- Complete the Bomb Threat Checklist (Available from Site Administrator).

PERSON RECEIVING THREAT BY MAIL, E-MAIL, OR TEXT:

- Note the manner in which the threat was delivered, where it was found, and who found it.
- Isolate the item and limit its handling. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.

- Notify Principal or Site Administrator.

STAFF ACTIONS:

- Respond as directed to initiate EVACUATION, SHELTER IN PLACE, or LOCKDOWN.
- Control all cell phone activity (no outgoing or incoming calls). No exceptions. Radio frequencies can detonate an explosive.
- If evacuating, alter exit routes as necessary depending on the location of the suspected bomb. Be aware of the possibility of secondary devices.
- Upon arrival at the designated evacuation site and according to site protocol, implement Student/Staff Accountability procedures.
- Notify the Incident Command of any missing students.
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings, and normal class routine.

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch at (530) 682-9627 or the nearest school. This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

Procedure

SCENARIO 1: EARTHQUAKE

1. The driver should issue DUCK AND COVER action.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the School Administrator to report location and condition of students and the bus.
6. If the bus is disabled, stay in place until help arrives.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. If instructed to continue route, the driver should:
If en route to school, continue to pick up students.
If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, return back to school grounds.
9. If it is impossible to return to school, proceed back to the bus stop indicated on the bus route map. Upon arriving at the bus stop, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.

SCENARIO 2: FLOOD

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Contact the School Administrator and Bus Dispatch at (619) 258-2300 to report location and condition of students.
4. If the bus is disabled, stay in place until help arrives.
5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.

SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Move away from bus due to possibility of explosion.
5. Check for injuries and provide appropriate first aid.
6. Call "911" and provide exact location of the bus and wait for arrival of emergency responders.
7. Contact the School Administrator and Bus Dispatch at (619) 258-2300 to report location and condition of students.
8. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
9. Stay within general area until help arrives.
10. The driver will account for all students and staff throughout the emergency.

Disorderly Conduct

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for "Student Riot." Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

STAFF ACTIONS:

- Maintain school and classroom expectations for academic engagement and behavior.

- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so.
- Do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from site administrator or law enforcement, teachers, and school staff.
- Do not perpetuate rumors or repeat unsubstantiated information.

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

- At first recognition of seismic activity, instruct students to move away from windows.
- Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Any person in a wheelchair should shelter against an interior wall. Face away from windows, place locks on wheels, and if possible, protect head and neck with arms.
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.
- After shaking stops and it is safe to do so, check for injuries, and render first aid.
- Do NOT move injured students, unless by not moving them students are placed in further danger. Use buddy system to remain with injured students.
- If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.
- Submit Classroom Status Report to Command Post according to site protocol.
- Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Site Incident Command.
- Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building.
- DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
- Stay alert for aftershocks.
- DO NOT re-enter building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

- Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.
- DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.
- Place head between the knees; cover back of neck with arms and hands.
- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover back of neck with arms.
- Remain in place until shaking stops or for at least 20 seconds.

- Each time an aftershock is felt, DROP AND COVER.
- After shaking stops, check for injuries, and render first aid.
- Report injury and damage status to Command Post according to site communications protocol.
- Continue to follow directives of Incident Commander.

Explosion or Risk Of Explosion

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

STAFF ACTIONS:

- At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON.
- Check for injuries and render first aid.
- If explosion occurs inside the classroom or classroom block, EVACUATE to outdoor assembly area immediately.
- Do not move injured students, unless by remaining put students are placed in further danger.
- Use buddy system to remain with injured students.
- If directive is to EVACUATE follow all EVACUATION procedures.
- Do not stop to collect belongings. Leave the door unlocked.
- Keep students and staff at the safe distance from the building(s) and away from fire-fighting equipment.
- Do not return to the building until it is safe to do so.
- If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions.
- Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE OFF-SITE:

STAFF ACTIONS:

- If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site.
- Follow all procedures for EVACUATION.
- Do not stop to collect belongings. Leave the door unlocked.
- Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment.
- Remain with students until the building has been inspected and it has been determined safe to return.
- If directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions.

Fire on School Grounds

Warning: Fire Alarm (Intermittent Bell)

STAFF ACTIONS:

- As directed, evacuate students from the building using primary or alternate fire routes. Follow all EVACUATION procedures.
- Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

Flooding may occur if a water piper breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. IF the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

STAFF ACTIONS:

- Follow Site Administrator's directive to EVACUATE or SHELTER IN PLACE.
- Remain with and supervise students throughout the duration of the incident.
- Do not walk through moving water. Six inches of moving water can cause a fall.
- If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.
- Upon arrival at the safe site, implement Student/Staff Accountability procedures.
- Report missing students to Incident Command Staff.
- Do not return to site until it has been inspected and determined safe by authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power, or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If a water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
3. The School Administrator will notify SDG&E Customer Service and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The School Administrator will notify the District Superintendent of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted:

A. Plan for a Loss of Water:

Toilets: 5 gallon buckets with shower curtains in each classroom.

Food Service: No stored food / Limited food in cafeteria.

B. Plan for a Loss of Electricity:

Emergency Light: Flashlight in each classroom.

C. Plan for a loss of Communication Telephone Service:

Administrator carries cellular phone. All bus drivers and maintenance personnel have Nextel service with direct connect capabilities. Chet F. Harritt has 15 site walkie-talkies to be used in case of an emergency that are battery operated independent from the district system.

Motor Vehicle Crash

STAFF ACTIONS:

- Notify Site Administrator.
- Move students away from immediate vicinity of the crash.
- If necessary, EVACUATE students to a safe assembly area away from the crash scene.
- If possible take classroom emergency materials including class roster and staff ID to safe assembly area.
- According to site protocol, implement Student/Staff Accountability procedures.
- Report missing students to the principal/designee and emergency response personnel.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines.

Significant interference with the ability of students and staff to focus on learning.

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

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

Procedure

1. The School Administrator will establish a Psychological First Aid Team, whose primary responsibility is providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.

5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury, and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students, however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services.

When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment. The Suicide Risk Intervention Procedures include:

I. When a student demonstrates suicidal ideation, the site administrator shall:

1. Bring student to a secure, private location.
2. Keep the student under direct visual and physical supervision at all times.
3. Contact the school counselor, school social worker or school psychologist that is on site that day. This person will conduct the suicide assessment (Suicide Risk Reporting Form and Suicide Assessment Questions) and intervention (Safety Plan). If two staff members are available, the first one to arrive is responsible for this process unless he/she asks his/her colleague to conduct this process due to unique circumstances of the student.
If you are unable to contact a school counselor, school social worker, or school psychologist, call the Pupil Services Department at x2364 or x2233.
4. After the suicide assessment and intervention have been conducted, the school counselor, school social worker, or school psychologist will work collaboratively with the site administrator. The site administrator will contact the parent for notification and to pick up his/her child from school if deemed necessary.
5. Recommend to the parent in clear, unambiguous terms that the parent should take the student to a qualified mental health professional or a medical doctor immediately for an evaluation. Encourage the parent to get documentation from the medical provider that the student can safely return to school. If school staff would like to contact the medical provider, have the parent sign a Release of Information.
6. Obtain a parent signature on the Suicide Risk Notification Form to document the District has notified the parent of his/her child's suicidal ideation, the seriousness of this situation, and to release the District from future liability.
7. Contact law enforcement at 619-956-4000 immediately if: (1) parent refuses to sign the Suicide Risk Notification Form (do not let parent leave with student before signing the form), (2) parent refuses to pick student up from school, or (3) parent does not arrive to school by office closing time.

If a school counselor or school psychologist is unable to conduct the suicide assessment and intervention (for example, the incident happens after school hours; school counselor or school psychologist are out of district on school business, etc), a site administrator is required to conduct parent notification and obtain parent signature on the Suicide Risk Notification Form before the student is released to the parent. He/She should also document their actions on the Suicide Risk Reporting Form. The day the student returns to school, a school counselor or school psychologist must conduct a Safety Plan with the student.

II. Follow-Up

Make sure the school site team develops appropriate follow-up activities/interventions (e.g., parent contact to determine outside support provided by parent, student joins a social skills or anger management group at school, individual check-ins with student at school, modified schedule as needed) and document these on the Suicide Risk Reporting Form.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

PROCEDURE:

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services 530-749-6366, the District Office, and the Office of Environmental Health and Safety 530-633-2785 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call Beale AFB Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify Beale AFB Security Forces.
9. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

PROCEDURE:

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include shutting blinds in rooms so equipped.
3. The School Administrator will notify 911 and the District Office to request assistance and will provide the exact location and nature of emergency.

4. Administration will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record their address, telephone number and time entered or departed. The Main Gate should not be padlocked, as a locked gate may create a serious hazard for students leaving the campus.
5. If students leave the campus the School Administrator will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify parents of the incident, as appropriate.