

# GRENADA ELEMENTARY SCHOOL

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## Comprehensive School Safety Plan



**School Year 2020 - 2021**

Grenada ELeментарy School  
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### IV.

Protection of the students and employees in the District is of primary importance should a major disaster occur in the area. The goal of the Grenada Elementary School District Emergency Preparedness Plan is to prepare District employees, students, and parents to react properly in emergency situations. The purpose is to provide a foundation for uniform planning throughout the District. This will minimize injury and loss of life among students and district personnel. The information provided in this plan is designed to give general instructions in the event that a disaster strikes. The plan outlines responsibilities and cooperation necessary to safeguard students before, during, and after an emergency. The District's schools will not release students in an unsafe situation. District employees will remain with students until they can be picked up by parents or transported by school buses. If students cannot be picked up or buses are not available, the District will provide care and shelter until students and parents can be united. Schools will remain open indefinitely until every student has been released or transported to an emergency center for proper care and shelter.

# STRATEGIES AND PROGRAMS THAT

## MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

### EMERGENCY RESPONSE PLAN

#### Administration of the Plan

#### ASSUMPTIONS AND PURPOSE:

This plan assumes that the staff and students remaining on the school campus will be self-sufficient for at least 72 hours and may be required to provide food, shelter, and first aid for themselves during that time.

This Emergency Response Plan is designed to provide a framework for protecting students, staff and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Section binders have been provided to assist staff members in the development and preparation stages.

**LEVELS OF EMERGENCIES:** There are three levels of emergencies:

- **Level One Emergency**

A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder

- **Level Two Emergency**

A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc.

Example: fire, intruder on campus, bomb threat.

- **Level Three Emergency**

A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired. Example: Major earthquake, flood, fires.

#### **PLAN IMPLEMENTATION:**

The Emergency Response Plan will be:

- Initiated by the Superintendent, principal or designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually by March 1st for modifications.

### **HAZARD ASSESSMENT:**

A physical survey of each campus for hazardous conditions will be performed by maintenance staff each year under the direction of the principal or designee. In addition to the structural inspection they will be required to conduct a survey of classrooms or office/office space. Appropriate forms will be completed and submitted to the district office for remedy.

### **STAFF TRAINING:**

Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

#### **On an annual basis:**

Allocate time to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in triage. Certifications will be kept up-to-date.

The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

## **EMERGENCY DRILLS:**

In accordance with state law:

- Drills are initiated by a fire alarm for Evacuation Drill or announcement and REMIND text for others.
- Fire drills will be conducted on a monthly basis.
- “Drop, Cover, and Hold” drills will be held each quarter or 4 times a year.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

Together with the Emergency Response Plan and Incident Command System training of staff members, certain components have been provided each teacher and staff member to use during drills or an actual event. They are:

- SAFE (GREEN) and HELP (RED) placards to be placed in designated windows or hung on doors to signal safety or the need for help;
- SAFE (GREEN) and HELP (RED) placards to be displayed when evacuating a classroom or building to signal to the Incident Commander the status of the class.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

## **EVACUATION ROUTES:**

The Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes will be posted in all classrooms, multi-purpose rooms, libraries, and school offices.

## **PARENT COMMUNICATION:**

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Student Emergency Card (Blue Card) which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

## **STUDENT RELEASE/EMERGENCY FILE:**

In all emergency situations, the principal or designee (under the direction of the Superintendent) will make the decision to release students. When students are released certain portions of the Emergency Response Plan may be implemented.

If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

## **COMMUNICATION:**

During an emergency the school site will report the condition of the site, i.e. injuries, damage to buildings. Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's notification system such as Remind.

If telephone or electrical services are interrupted, another means of communication must be available. Walkie-Talkies, a bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s).

## **General Emergency Procedures**

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. **Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions.** Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures. (This information is also provided in the Emergency Response Guide: GES Emergency Flip Chart, located in each classroom.) This section has been divided into three major areas:

### **How to and When to Lockdown:**

Campus Disorder

Firearm/Shooting

Hostage/Barricaded Subject

Threatening Intruder

### **How to and When to Shelter In Place:**

Air Pollution

Biological/Chemical Threat

Chemical Spills

Severe Weather

Stinging Insects

Utility Failure/Heat Stress

### **How and When to Evacuate, Drop Cover and Hold**

Aircraft Accident

Bomb Threat

Earthquake

Fire/Explosion

Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Incident Commander and staff. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be on file in the Main Office.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System districts can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government.

The information has been formatted simply and at times may seem repetitive. However, when used by the Incident Commander any subject can be taken from the plan book, reproduced and presented to the staff on a single page.

## **MULTI-HAZARD REFERENCE GUIDE:**

The Multi-Hazard Reference Guide is provided in this section. It is also posted in each classroom, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.



The Grenada Elementary School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of “Lockdown” activates a Lockdown;
3. A verbal broadcast “Shelter-In-Place” initiates a “Shelter-In-Place” mode; and
4. A verbal announcement “All Clear” returns staff and students to a normal schedule.

# MULTI-HAZARD REFERENCE GUIDE

|                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                        |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <p><b>SUDDEN SHAKING</b></p> <p><b>VIOLENT CRASH OR EXPLOSION</b></p>                            | <p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Duck, Cover, and Hold!</li> <li>• Stay under table and chairs until shaking or noise stops.</li> <li>• Stay away from windows.</li> <li>• Do NOT pry open doors/windows.</li> <li>• Check for safest evacuation route.</li> </ul> <p><u>If evacuating:</u></p> <ul style="list-style-type: none"> <li>• display SAFE/GREEN or HELP/RED signs to signal safe evacuation or need for help.</li> <li>• Hang HELP or SAFE placard on outside of door handle. Do not lock doors.</li> </ul> |  <p><b>EARTHQUAKE EXPLOSION</b></p> |
| <p><b>WHEN YOU HEAR</b></p> <p><b>FIRE ALARM</b></p> <p><b>OR</b></p> <p><b>ANNOUNCEMENT</b></p> | <p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Stop! Check for safest route.</li> <li>• Go upwind from odor or smoke.</li> <li>• Evacuate to safest assembly area.</li> <li>• Need Help: Wear Orange Vest</li> <li>• All Safe: Wear Green Vest</li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• Clipboard</li> <li>• Class Roster</li> </ul>                                                                                                                                                          |  <p><b>EVACUATION</b></p>          |
| <p><b>WHEN YOU HEAR</b></p> <p><b>“LOCKDOWN”</b></p>                                             | <p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Close windows; lock doors.</li> <li>• Turn out lights.</li> <li>• Instruct students to sit on floor away from windows/ doors in small groups.</li> <li>• Do not release students; do not admit students.</li> <li>• Do not use telephones, cell phones, or intercom system.</li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• SAFE/GREEN or HELP/RED placards to place in window</li> </ul>                                                             |  <p><b>LOCK DOWN</b></p>          |

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p><b>WHEN YOU HEAR</b></p> <p><b>“SHELTER-IN-PLACE”</b></p> | <p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Close windows and doors.</li> <li>• Instruct students to only sit at desks.</li> <li>• Do not release students.<br/><i>Changes will be communicated.</i></li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• <b>SAFE/GREEN</b> or <b>HELP/RED</b> placards to place in window</li> </ul> |  <p><b>SHELTER IN PLACE</b></p> |
| <p><b>WHEN YOU HEAR</b></p> <p><b>“ALL CLEAR”</b></p>        | <p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Return to regular schedule.</li> </ul>                                                                                                                                                                                                                                                                                |  <p><b>ALL CLEAR</b></p>        |

## **LOCKDOWN PROCEDURES:**

**A Lockdown is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus and it must be taken seriously.**

**In the event of a Lockdown, the Principal or Designee will carry out all or some of the following:**

1. Notify teachers and staff of Lockdown.
2. Activate Site Incident Command Post which will:
  - a. Contact emergency personnel on and off site, as needed.
  - b. Contact County Office.
  - c. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
  - d. Initiate portions or all of the Incident Command Team to assist in the event.
3. Disconnect school television WIFI system in classrooms so news coverage is not available to unwanted sources.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building. (EYES ON WILDCATS: YELLOW ALERT)
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safer location.
8. Stay in control of all site activities until emergency personnel arrive.

**Teachers will carry out some or all of the following depending on the event:**

1. If outside, move students to classrooms or designated buildings.
2. Close all windows, close curtains/blinds, lock doors and turn off lights.
3. Turn off television/computers etc.
4. You are required by law to evacuate if you hear a fire alarm.

5. Instruct students to turn off cell phones and other devices. Students are not use telephone, phone system, text, e-mail etc. (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified ie: EYES ON WILDCATS (principal or designee will advise) teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE/GREEN or HELP/RED sign under door or in a predetermined window.
9. Do not release or admit students **for any reason** unless authorized by on-site emergency personnel or school administrators.
10. When able report any missing or extra students.
11. When able check status of “buddy”.
12. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises your students.

#### **After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate Lockdown event by announcing “All Clear”. Teachers will not release students until “All Clear” is heard.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Provide input to After Action Report, which will be provided by principal or designee.

**Important! In violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or S.W.A.T. members whose weapons will be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.**

## CAMPUS DISORDER

**A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site. Examples are: a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.**

**If a person or persons are observed causing a serious campus disorder:**

1. Notify Main Office and Call 9-1-1.
2. Move students away from danger to nearest safe location.

**Principal or Designee will:**

1. If out of principal's or designee's control, the Site Incident Command Post will:
  - a. Confirm call to 9-1-1 and Main Office.
  - b. Contact County Office.
  - c. Assemble the Incident Command Team as necessary (i.e. Security and Medical Teams).
2. Determine necessity of Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
5. Be prepared to evacuate students and staff to safer locations.
1. Stay in control of all school activities until emergency personnel arrive.

**Teachers will follow Lockdown procedures:**

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television and computers.
4. **You are required by law to evacuate if you hear a fire alarm.**
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE/GREEN or HELP/RED signal in a predetermined window.
9. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
10. When able report any missing or extra students.
11. When able check status of "buddy".
12. When able initiate additional duties as assigned.

### **After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Provide input to *After Action Report* that will be provided by principal or designee.

## FIREARM/SHOOTING

**Any time anyone suspects a person to be in possession of a firearm, pieces of a firearm or ammunition, or is witness to a shooting immediately:**

1. Call 9-1-1.
2. Notify main office.
3. Evacuate nearby students to nearest safe location.

**Principal or Designee will:**

1. Confirm call to 9-1-1.
2. Initiate Lockdown.
3. Activate Site Incident Command Post which will:
  - a. Confirm call to 9-1-1.
  - b. Contact Main Office.
  - c. If necessary implement all or portions of the Incident Command Team.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of school activities until emergency personnel arrive.

**Teachers will follow Lockdown procedures: O**

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. **Do not evacuate if you hear a fire alarm.**
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE/GREEN or HELP/RED signal in a predetermined window.



8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When able check status of “buddy”.
11. When able initiate additional duties as assigned.

**After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Provide input to *After Action Report* that will be provided by principal or designee.

## HOSTAGE/BARRICADED SUBJECT

### **If you are the witness to a suspected hostage-taking or barricaded subject:**

1. If able, call 9-1-1.
2. Notify main office.
3. Evacuate nearby students to nearest safe location.

### **Principal or Designee will:**

1. Call or confirm call to 9-1-1.
2. Initiate Lockdown.
3. Activate Site Incident Command Post which will:
  - a. Call or confirm call to 9-1-1.
  - b. Contact Main Office.
  - c. Assemble portions of the Incident Command Team, as necessary.
4. Disconnect school televisions and computers in classrooms so news coverage is not available to unwanted sources.
5. After students have been assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all site activities until the arrival of emergency personnel.

### **Teachers will follow Lockdown procedures:**

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television and computers.
4. **You are required by law to evacuate if you hear a fire alarm.**
5. Instruct students to turn off cell phones etc and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.

7. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE/GREEN or HELP/RED signal in a predetermined window.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When able check on status of “buddy”.
11. When able initiate additional duties as assigned.

**After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Provide input to *After Action Report* that will be provided by Principal or Designee.

## THREATENING INTRUDER

**A threatening intruder is anyone approaching campus or on campus that is suspicious by way of appearance, actions and/or activity.**

**The witness should not approach or question the suspect but should immediately:**

1. Call 9-1-1.
2. Notify main office.
3. Evacuate nearby students to nearest safe location.

**Principal or Designee will:**

1. Attempt to confirm that an actual threatening intruder is on campus and determine if weapons are present.
2. If out of principal's or designee's control, activate Site Incident Command Post which will:
  - a. Call or confirm call to 9-1-1.
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team, as necessary.
3. Initiate Lockdown.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

**Teachers will follow Lockdown procedures:**

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. **You are required by law to evacuate if you hear a fire alarm.**

5. Instruct students to turn off cell phones etc and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE/GREEN or HELP/RED signal in a pre-determined window.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When able check on status of “buddy”.
11. When able initiate additional duties as assigned.

**After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Provide input to *After Action Report* that will be provided by Principal or Designee.

## **SHELTER IN PLACE PROCEDURES:**

**The Shelter In Place system is generally activated when staff and students' safety (outdoors) is compromised. Such conditions are severe wind, chemical/toxic emissions, stinging insects, power outage or air pollution.**

**Upon notification the Principal or Designee will:**

1. Notify staff of Shelter In Place.
2. Activate Site Incident Command Post which will:
  - a. Contact emergency personnel, as needed.
  - b. Contact District Office.
  - c. Implement portions of the Incident Command Team to address current situation (such as turning off HVAC systems, check for safe evacuation routes, etc.)
3. Consider evacuating students to nearest safe location.
4. Control all site activities until further help arrives.

**Teachers will do some or all of the following depending on event:**

1. If outside, move students to classrooms or nearest safe area.
2. If inside instruct students:
  - a. To sit at their desks;
  - b. Not to get up and move about the room;
  - c. To turn off cell phones etc. and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
3. Close down air handling systems and circulating fans.
4. Close window coverings and doors.
5. Use thermal blankets or plastic sheeting and double-sided tape in windows, over doors, and vents to block unwanted air or interference.
6. When classroom is secure and students have been accounted, place the appropriate SAFE/GREEN or HELP/RED signal in a pre-determined window.
7. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.

8. **You are required by law to evacuate if you hear a fire alarm.**
9. When able report any missing, injured or extra students.
10. When able check on status of buddy teachers.
11. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises students.

**After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Provide input to *After Action Report* that will be provided by Principal or Designee.

## AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

| AQI Index Values | Health Categories                                    | Cautionary Statements for 8-Hour Ozone                                                                                                                                                                 |
|------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 to 50          | Good<br><b>Green Flag</b>                            | None                                                                                                                                                                                                   |
| 51 to 100        | Moderate<br><b>Yellow Flag</b>                       | Unusually sensitive people should consider limiting prolonged outdoor exertion.                                                                                                                        |
| 101 to 150       | Unhealthy for Sensitive Groups<br><b>Orange Flag</b> | Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.                                                                                  |
| 151 to 200       | Unhealthy<br><b>Red Flag</b>                         | Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion. |
| 201 to 300       | Very Unhealthy<br><b>Red Flag</b>                    | Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion                   |
| 301 to 500       | Hazardous<br><b>Red Flag</b>                         | Everyone should avoid all outdoor exertion.                                                                                                                                                            |

### **Prior to unhealthy air quality, the Principal or Designee will:**

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day. This data may be kept in the Medicine Cabinet..
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode. Refer to SPARK P.E. Program.

### **When notified of an air pollution episode, Principal or Designee will:**

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles and urge staff and students to minimize the use of vehicles.



## BIOLOGICAL/CHEMICAL THREAT

**During Emergency: If anyone receives a suspicious letter or package with one or more of the following characteristics:**

- Has no return address or one that cannot be verified as legitimate;
- Is of unusual weight given the size of the letter/packages or is oddly shaped;
- Has been marked with “Personal” or “Confidential” notations;
- Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- Has a visible protruding wire or aluminum foil;
- Shows a city or state in the postmark that doesn’t match the return address;
- Is marked with threatening language;
- Has excessive postage or packing material, such as masking tape and string;
- Has misspellings of common words;
- Is not addressed to a specific person.

**Follow these directions:**

1. Notify main office.
2. Do not open the letter/package.
3. If letter/package is open or torn do not touch, smell or taste the substance.
4. If you have handled the letter/package wash your hands, arms, and any exposed parts of your body with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place SAFE/GREEN or HELP/RED (from Integrated Crisis Station (ICS) signal on door.

**Principal or Designee will:**

1. Activate Site Incident Command Post, who will:
  - a. Call 9-1-1 (Fire/HazMat).

- b. Notify District Office.
  - c. Implement portions of the Incident Command Team, as necessary.
2. Keep area isolated until emergency unit arrives.
  3. Consider Shelter In Place or need for evacuation and initiate decision.
  4. Stay in control of all school activities until emergency personnel arrive.

**Teachers will:**

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow principal's or designee's direction.
2. If evacuating, display SAFE/GREEN or HELP/RED signs to signal classroom status and be ready to report any missing, extra or injured students.
3. When able, check "buddy" for safety.
4. If Sheltering In Place, report any missing or extra students when able.
5. Do not release students for any reason unless authorized by one-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.

**After Emergency:**

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will announce an "All Clear".
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.
7. Provide input to *After Action Report* that will be provided by the Principal or Designee.

**Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.**

## CHEMICAL SPILL/TOXIC EMISSIONS

**Incidents involving hazardous materials can occur as a result of a chemical spill (on a nearby highway or airway) or as a result of combining chemicals in a lab.**

**If a chemical spill or toxic emission occurs in a classroom or school building, immediately:**

1. Notify main office.
2. Close doors and all windows and shut off ventilation.
3. Evacuate to nearest safe location.

**Principal or Designee will:**

1. For small spills or emissions -order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. For large spills or emissions order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
  - a. Call 9-1-1 (Fire/HazMat)
  - b. Contact District Office
  - c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).
5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air).
6. Communicate with staff using intercom or megaphone.

**Teachers will:**

1. Shelter In Place and wait for principal's or designee's direction to evacuate.
2. Turn off air handling system and cover vents with emergency blankets, plastic sheeting, and using double sided tape. This will impede the gaseous air from entering the room.
3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.
4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.

5. If directed to evacuate, follow procedures and:
  - a. display SAFE/GREEN or HELP/RED signs to indicate classroom status;
  - b. Be ready to report any missing, extra or injured students.
6. If evacuating or Sheltering In Place utilize SAFE/GREEN or HELP/RED signals. If evacuating hang signal on door; if sheltering-in tape to inside of window.
7. When able, check “buddy” for safety.
8. When able initiate extra duties as assigned.

**After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate event by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Provide input to *After Action Report* that will be provided by Principal or Designee.

## SEVERE WIND/WEATHER

### **When severe winds occur, Principal or Designee will immediately:**

1. Activate Site Incident Command Post which will:
  - a. Contact District Office for further direction.
  - b. Assemble portions of Incident Command Teams to address hazards on site such as broken windows, fallen power lines or trees.
2. Activate of Shelter In Place.
3. Evacuate any classrooms that are bearing full force of wind to nearest safe location.
4. Cancel all scheduled outside events.
5. Monitor weather (on battery operated radio if needed).
6. Notify utility companies of any break or suspected break in utility lines.
7. Stay in control of all site activities.

### **Teachers will follow procedures for Drop, Cover and Hold and Shelter In Place:**

1. Avoid cafeterias, auditoriums, gymnasiums and other structures with large roof spans.
2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to "Drop, Cover and Hold".
3. If able to reach a safe building, assemble inside corridors and hallways.
4. Close windows, doors, blinds, and curtains.
5. Instruct students to "Drop, Cover, and Hold" crouching against an inside wall; instruct students to cover their head; close eyes tightly, use any available furniture as protection against falling objects.
6. Instruct students to stay away from windows and doors.
7. If dust is entering through the window cracks or between the door jams, consider using the shirts, jackets, etc. to block entry.
8. When secure, tape SAFE/GREEN or HELP/RED sign in window to communicate to outside emergency personnel.
9. Follow any instructions given by principal or designee regarding evacuation.
10. Display SAFE/GREEN or HELP/RED sign to signal status of classroom

11. Be ready to report any missing, extra or injured students.
12. If able, check status of “buddy”.
13. If Sheltering In Place report any missing, injured or extra students.
14. When able, initiate additional duties as assigned.

**If students are on a bus: Driver is instructed to pull bus off the road or park under underpass.**

**After Emergency:**

1. Buildings will be inspected for damage prior to re-occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing “All Clear”.
3. Students may return to regular schedule.
4. If student release is necessary, follow plan.
5. Provide input to *After Action Report* that will be provided by the principal or designee.

## STINGING INSECTS

### **If you are the witness to a beehive or swarm of stinging insects on campus:**

1. Notify main office.
2. Evacuate nearby students to nearest safe location.

### **Principal or Designee will:**

1. Initiate Shelter In Place.
2. Activate Site Incident Command Post which will:
  - a. Call 9-1-1, if necessary.
  - b. Contact District Office.
  - c. If necessary assemble portions of the Incident Command Team.
3. Be prepared to evacuate students and staff to safer locations.
4. Stay in control of all site activities until the arrival of emergency personnel.

### **Teachers will:**

1. If outside, move students to nearest safe location.
2. Follow Shelter In Place procedures.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.
5. Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
6. When classroom is secure and students have been accounted, place the appropriate SAFE/GREEN or HELP/RED signal in a predetermined window.
7. When able, report any missing or extra students.
8. When able, check "buddy" for safety.

9. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
10. When able, initiate extra duties as assigned.

**All Staff – If an actual attack of stinging insects occurs and students are in the yard:**

1. Instruct students to cover their heads with their jacket, shirt, etc. and run to the nearest school building.
2. Do not swat at the insects!
3. When inside a building assist students and staff who have been stung with first aid; immediately notify main office (Incident Command Post) of severe allergic reactions and obtain medical help

**After Emergency:**

1. At the direction of the District Office, principal or designee will announce “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Provide input to *After Action Report* that will be provided by the Principal or Designee.



## UTILITY FAILURE/TEMPERATURE STRESS

**When any utility fails a variety of consequences can result. Power outages that cause extreme heat or cold. If prolonged for more than one hour, students are at risk. Classrooms should be maintained at a level that is not less than 65° F and not more than 85° F. A natural gas or propane leak, no matter how small, should be treated as a potential explosion hazard. Leaks are typically detected by smelling a strong odor associated with natural gas or propane.**

### **When electricity fails, Principal or Designee will:**

1. Call Utility Company to report outage; determine when the power will be restored.
2. Implement portions of the Incident Command Team to assist with items such as student care and distribution of long-term supplies.
3. Notify District Office if outage exceeds one hour to determine release of students.
4. If Evacuation or Shelter In Place is necessary follow plans; guide teachers using megaphone or personally notify room-by-room.

### **If a gas/propane leak is reported, Principal or Designee will:**

1. Notify Utility Company.
2. Implement portions of the Incident Command Post to:
  - a. Shut off main gas line.
  - b. Notify District Office.
  - c. Determine necessity of evacuation or Shelter In Place.
3. Activate Shelter In Place or evacuation.
4. If evacuating, guide teacher through alternate evacuation routes, if necessary.

### **For temperatures rising above 85° F teachers will follow procedures for Shelter in Place:**

1. Close all window coverings and open all interior classroom and office doors for ventilation.

2. If there are no window coverings, consider using emergency blankets and double-sided tape as insulation in the windows.
3. Monitor physical activities.
4. Use water and ice sparingly.
5. When able, check status of “buddy”.
6. When able, report any missing or extra students.
7. When able, initiate extra duties as assigned.

**If directed to evacuate follow procedures:**

1. display SAFE/GREEN or HELP/RED signs to signal status of classroom and be ready to report any missing, extra or injured students.
2. When able, check safety of “buddy”.
3. When able initiate extra duties as assigned.

**For temperatures below 65° F teachers will:**

1. Close all window coverings and doors to retain heat.
2. Instruct students to wear available sweaters, sweatshirts, jackets, etc.
3. Instruct students to gather into small groups and use thermal blankets as extra insulation.
4. Consider organizing classroom activities requiring body movement.
5. Follow directions given by the principal or designee.

**After Emergency**

1. Facilities and Maintenance Departments (with cooperation of County and City Utility Companies) will inspect all gas, electrical and telecommunications systems to ensure they are in proper working order.
2. Principal or designee will notify teachers when power is restored or odor of gas is rectified.
3. Students may return to normal schedule
4. If student release is necessary, follow release plan.

## **EVACUATION PROCEDURES:**

Evacuating from a classroom, building or play area is not a routine decision. If there is sudden shaking or an explosion, the teacher must immediately direct students to “drop, cover, and hold”. Evacuation begins only after the principal and teacher have determined that it is safe to proceed to an assembly area. Signals and/or directions given by the principal to the teacher must be followed. In the event the principal is unable to direct the teacher, the teacher must evaluate all evacuation routes carefully before proceeding.

### **Principal or Designee will immediately:**

1. If necessary, confirm incident.
2. Call to 9-1-1.
3. If necessary activate portions or all of the Site Incident Command Post which will:
  - a. Call or confirm call to 9-1-1, if necessary
  - b. Contact District Office
  - c. Assemble teams according to event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have reported to the assembly area, visually assess status of groups by locating teachers wearing green and orange vests; assist those teachers wearing orange vests *first*.

### **Upon first indication of disturbance, Teachers will:**

1. If outside, “drop, cover, and hold”, if necessary.
2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside classroom or building, check first for safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.

4. When evacuating, close door after students have cleared out; do not lock door. Place SAFE/GREEN or HELP/RED sign on door handle. "SAFE" signifies you have all students with you; "HELP" signifies any abnormality, such as an injured or missing student.
5. When evacuating, it may be necessary to leave an injured or missing student behind. Wear the orange (HELP) or green (SAFE) vest to signal classroom status to Incident Command Post.
6. When evacuating, if able, check status of "buddy". If "buddy" is unable to evacuate wear orange (HELP) vest to assembly area. Wear "orange" (HELP) vest to signal any abnormality.
7. In all instances of evacuation be ready to report any missing, injured or extra students.
8. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

## **DROP, COVER & HOLD AND PROCEDURES:**

**This exercise is most widely practiced in the event of a natural disaster such as an earthquake and most of the following references are made with that in mind. However, when any sudden disturbance or disruption occurs (such as a fire or explosion) threatening the safety of students, this exercise is most effective.**

**Teachers are encouraged to practice this drill often using an easy one-word command (such as “drop”) for the students to hear and respond to quickly.**

### **If you are in a classroom:**

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for safest route; if doubtful, stay put!

### **If you are in a hallway or corridor and no cover is available:**

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able HOLD onto any piece of furniture for shelter from falling debris.

5. Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!

|                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>In all instances: Evacuation is not automatic!</b> Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If doubtful, stay put!</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**If you are outside:**

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.
5. When able, report injuries and attendance.
6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

## AIRCRAFT ACCIDENT

### **If you are witness to an airplane accident:**

1. If able, call 9-1-1.
2. Notify main office.
3. Move students to nearest safe area.

### **When accident occurs, Principal or Designee will immediately:**

1. Activate Site Incident Command Post which will:
  - a. Call 9-1-1.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

### **Teachers will:**

1. If outside, "drop, cover, and hold"
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evacuate students using safest route to assembly area
4. display SAFE/GREEN or HELP/RED signs to signal classroom status.
  - a. Be ready to report any missing, extra, or injured students.
5. When able, check your "buddy".
6. When able initiate extra duties as assigned.

### **After Emergency:**

1. At the direction of the District Office, principal or designee will announce “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Provide input to *After Action Report* that will be provided by principal or designee.



## BOMB THREAT

### If a threat is received by telephone:

1. Pay close attention to:
  - Exact wording
  - Speech characteristics
  - Background noises
2. Ask these questions:
  - Where is the bomb?
  - What kind of bomb?
  - When will it go off?
  - How big is it?
  - Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the *Bomb Threat Checklist*. If one is not available, listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

### If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by principal or designee.

### The Principal or Designee will:

1. Activate the Site Incident Command Post which will:
  - a. Contact the fire and police departments.
  - b. Contact the District Office

2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the district administrator) to:
  - a. Conduct a search, using police and fire departments, bomb squad and other support units.
  - b. Evacuate students during search.
  - c. Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.

### **Teachers will:**

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
2. Leave the lights as they are, either on or off, but do not move or change anything.
3. Listen for unusual sounds.
4. Caution students against picking up or touching any strange objects or packages.
5. At signal for evacuation, teacher will evacuate students to the assembly area

**Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings).**

6. Before evacuating a classroom, look around for anything that appears suspicious or unusual.

#### **Note: Unusual or suspicious objects may be:**

- An antenna sticking out of a backpack;
  - A particular student that normally carries a nice quality backpack is carrying a different appearing one, either color or quality;
  - A backpack that is ticking;
  - A troubled student has left a backpack in the room and hasn't been seen for a while.
7. display SAFE/GREEN or HELP/RED signs to signal status of classroom; be ready to report missing, extra or injured students.
  8. When able, check "buddy" for safety.
  9. When able, initiate extra duties as assigned.

### **After Emergency:**

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.
4. Preserve *Bomb Threat Checklist* as part of the *After Action Report* (provided by principal or designee.)

**Note: Because an explosive device can be controlled electronically, all electronic devices, cell phones, and pagers should be turned off and use discontinued. Radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.**

## **EARTHQUAKE**

**A sizeable Earthquake will cause a district-wide disturbance. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a district-wide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan operating on their own for at least 72 hours.**

### **At first indication of ground movement, all staff will:**

1. Drop, Cover and Hold
2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
3. The District will initiate the Emergency Operations Center (EOC) who will:
  - a. Ensure that communication with the other sites is established.
  - b. Establish communication with the state, county, or regional Emergency Operation Centers.
  - c. Begin communication with resources to mobilize equipment and supplies.
  - d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

### **The Site Principal or Designee will:**

1. Following initial ground movement activate the Site Incident Command Center which will:
  - a. If able call 9-1-1 to report immediate damage.
  - b. Contact the District Emergency Operations Center to establish communication.
  - c. Begin assembling teams at the Incident Command Post.
2. Oversee all activities of organizing teams.
3. Meet with Team Leaders to establish Incident Action Plan.

4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

**Teachers (*in the classroom*) will:**

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Following ground movement, check for injuries.
9. Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
10. If evacuating display SAFE/GREEN or HELP/RED sign to signal status of classroom; be ready to report missing, injured or extra students.
11. Plan to use alternate routes to assembly area.
12. If possible, check on safety of “buddy”.
13. Do not attempt to move an injured person unless in immediate danger.
14. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
15. When able, initiate extra duties as assigned.

### **Teachers and Staff (*within* the building):**

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture. Furniture provides protection from falling objects.
4. Remain in DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
5. After ground movement ends, check for injuries.
6. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation. display SAFE/GREEN or HELP/RED signsto signal status of classroom.
  - a. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

### **Teachers and Staff (*outside* the building):**

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie flat, face down; close eyes tightly. Wait for aftershocks to subside before standing.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.
5. When able, report any injuries.
6. If able, initiate extra duties as assigned.

### **After Emergency**

1. If student release is determined, follow release plan.
2. Buildings must be inspected before re-occupancy.
3. If necessary, an alternate facility will be coordinated by the District.

## FLOOD

### **When notification of imminent flooding occurs, Principal or Designee will immediately:**

1. Activate Site Incident Command Post which will:
  - a. Contact District Office for instructions.
  - b. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
  - c. Listen to news on battery operated radio.
2. Determine need and ability to evacuate staff and students.
3. Check evacuation routes for safety.
4. Cancel all scheduled outside events.
5. Stay in control of all site activities.

### **Teachers will:**

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. If evacuating display SAFE/GREEN or HELP/RED signs to signal status of classroom.
  - a. Be prepared to report missing, extra or injured students.
3. When able, check “buddy” for safety.
4. When able, initiate additional duties as assigned.

### **After Emergency:**

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing “All Clear”.
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.
5. Provide input to *After Action Report* that will be provided by Principal or Designee.

## **FIRE/EXPLOSION**

### **If a fire or explosion occurs:**

1. Drop, Cover and Hold.
2. If able, call 9-1-1.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

### **The Principal or Designee will:**

1. Activate the Site Incident Command Post which will, among other things:
  - a. Contact the fire department/9-1-1 for assistance.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

### **Teachers will:**

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, display SAFE/GREEN or HELP/RED signs to communicate status of class.
  - a. Be ready to report missing, extra or injured students.
3. Place SAFE/GREEN or HELP/RED sign on outside of closed door; use tape or hang on door handle. Do not lock door.
4. When able, check safety of "buddy".
5. When able, report any missing, injured or extra students.
6. When able, initiate additional duties as assigned.



## After Emergency

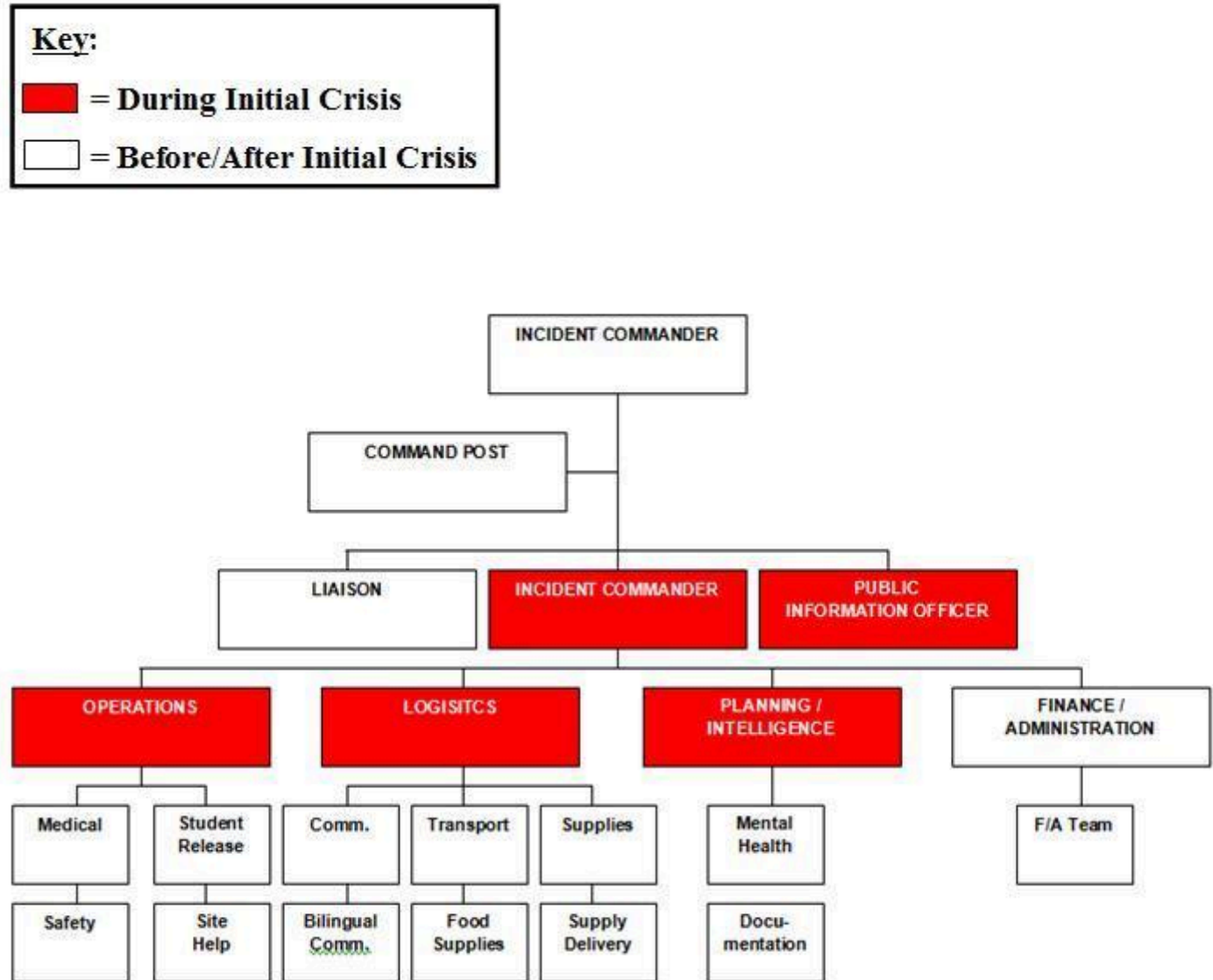
1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Provide input to *After Action Report* that will be provided by Principal or Designee.

## **School Evacuation Map for Grenada Elementary School**

Insert as Attachment

## Incident Command System Structure

### District Assignments:



## School Assignments:

### IC=Incident Command center

Shannon Cash - Public Info Officer

GingerLee Charles-Incident Commander

Wendy Leach- Safety Coordinator ALT Katie Alford

Cicily Girdner \*\* Alternate

Jon Burt- Safety and Security Officer (SSO)

## EMERGENCY TEAMS

### **FIRE SUPPRESSION/ HAZMAT**

- Gary Alford
- Jon Burt/ ALT Amy Chapman

### **FIRST AID/SEARCH & RESCUE**

- Cicily Girdner
- Naomi Corbin/ALT Katie Alford
- Paige Moss

### **SECURITY/UTILITIES**

- Mark Gould
- Keri Hazelton
- Jon Burt (security)

### **COUNSELING**

- Shannon Currie
- Heather Embury

### **STUDENT MANAGEMENT**

| GRADE LEVEL | PRIMARY                   | SECONDARY           |
|-------------|---------------------------|---------------------|
| TK          | JESSICA WALLACE           | Karol Mercier       |
| K           | Frederik Knudsen*         | Nikita McClaflin    |
| 1           | TERESA BENNETT            | Jessica Stacey      |
| 2           | Janna Gliatto             | Skylar Drew         |
| 3           | CYNTHIA MURPHY            | Ray Carson          |
| 4           | Sabrina Ellin             | Katelynn Jackson    |
| 5           | Heather Stratos           | ALT Amy Chapman     |
| 6           | Heather Embury            | ALT Gracie Chrisman |
| 7           | Monique Offord/Paige Moss |                     |
| 8           | Debbi Lara                |                     |

## Emergency Telephone Numbers

This list will be updated on an annual basis and be provided to all key persons. (pg 57)

| Name of Organization                                                             | Telephone Numbers |
|----------------------------------------------------------------------------------|-------------------|
| Fire, Medical Aid                                                                | 911               |
| District Office                                                                  | (530) 436-2233    |
| Fire Department                                                                  | (530) 436-2200    |
| Local Police Department                                                          | (530) 841-2300    |
| Sheriff Department                                                               | (530) 841-2900    |
| Hospital                                                                         | (530) 842-4121    |
| Nearest Emergency Assistance                                                     | 911               |
| California Highway Patrol                                                        | (530) 842-0530    |
| English Radio Station:                                                           | (530) 842-4158    |
| Spanish Radio Station:                                                           | N/A               |
| Clergy/Counselor<br><small>(Grenada Berean Community Church- Benji Hall)</small> | (530) 436-2529    |
| Electric Company                                                                 | (888) 221-7070    |
| Water                                                                            | (530) 841-2386    |
| The Gas Company<br>(Suburban Propane)                                            | (530) 842-3575    |
| The American Red Cross                                                           | (530) 842-4476    |

## **Emergency Forms and Letters : YEARLY LETTER TO PARENTS**

### **Dear Parents:**

Providing for your student's safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our phone notification system - REMIND, as well as local radio stations and the GES Facebook page.

### **District Release Policy**

- No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
- No student will be released to another person, even a relative or baby sitter, unless there is written permission to that effect or that particular person is listed on the student's *Emergency Card* in our files and is able to identify him/herself. If any of your contact information changes during the year, please visit the office to update the Emergency Card.
- All parents or designated persons who come for students must sign their student(s) out at the office, unless directed elsewhere on campus by posted signs.

**Please be assured, we are prepared to care for your student in emergency situations.** Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

### **We ask for your help in the following ways:**

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Turn to the above radio stations for more information.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you through our Teleparent phone notification system when safe access is recommended.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 732-6436 or visit them online at [www.redcross.org](http://www.redcross.org). More information can be found at [www.fema.org](http://www.fema.org)

If you have any questions or comments regarding our emergency preparations, please call the school office.

## **Estimados padres:**

Preparación para la seguridad de su estudiante cuando en la escuela, es una responsabilidad importante de nuestro personal. Todas las escuelas y centros de desarrollo del niño tienen un plan del desastre. Preparan al director y al personal para tomar decisiones pronto y responsables en cualquier situación que podría amenazar a la seguridad de los estudiantes.

La necesidad de cerrar las puertas, tener un lugar seguro, evacuar estudiantes, o que la escuela cierra antes de la hora regularmente. Esto podría presentarse de una emergencia relativamente de menor importancia tal como una interrupción prolongada de la energía o de un gran evento tal como un incidente violento en campus de la escuela, un terremoto, o tormenta severa. Durante estas épocas, la comunicación y/o el transporte pueden ser interrumpidos.

En caso de emergencia importante o de desastre, la información será dada sobre todo a través de nuestro sistema de la notificación del teléfono de **Teleparent**, así como estaciones de radio local: de las noticias y .

## **La póliza de lanzamiento del distrito**

- No se despedirá a ningún estudiante de escuela a menos que un padre (o el individuo señalado por un padre) venga para él/ella.
- No se lanzará a ningún estudiante a otro del pariente o de bebé canguro de la persona, incluso, a menos que haya permiso de escritura a ese efecto o esa persona particular es mencionada en la tarjeta de la emergencia del estudiante que se encuentran en nuestros archivos y puede identificar él/ella misma. Si cualquiera de su información de contacto cambia durante el año, visite por favor la oficina para poner al día la tarjeta de la emergencia.
- Todos los padres o personas señaladas que vienen para los estudiantes deben firmar a sus estudiantes hacia fuera en la oficina, a menos que sean dirigidos a otra parte en campus por las muestras fijadas.

**Por favor sea confiado, nosotros estamos preparados para cuidar su estudiante en situaciones de emergencia.** Entrenan en las áreas de los primeros auxilios, búsqueda y localizan a los miembros de nuestro personal, y seguridad del estudiante para asegurarse de que todas sus necesidades de los estudiantes serán cubiertas. Comunicaremos con servicios de emergencia locales. Serán informados de nuestro estado actual y de la necesidad de recursos adicionales.

## **Pedimos su ayuda de las maneras siguientes:**

- No llame a la escuela. Le entraremos en contacto con, en caso de necesidad. Es esencial que las líneas telefónicas estén mantenidas abiertas para las llamadas de emergencia. Dé vuelta a las estaciones de radio antedichas para más información.
- No conduzca a la escuela. Las rutas de acceso de la escuela y las entradas de la calle deben seguir siendo claras para los vehículos de la emergencia. Le notificaremos a través de nuestro sistema de la notificación del teléfono de Teleparent cuando se recomienda el acceso seguro.

Durante el año escolar, entrenarán a su niño en los procedimientos de emergencia necesarios. Cada uno aprenderá cómo reaccionar, donde montar, y qué a esperar en una situación de emergencia.

Sugerimos que usted encuentre con su familia inmediata y desarrollamos un plan de emergencia. Hay varias publicaciones libres disponibles para asistirle. Llame por favor el capítulo local de la Cruz Roja americana en 732-6436 o visítelas en línea en [www.redcross.org](http://www.redcross.org). Más información se puede encontrar en [www.fema.org](http://www.fema.org).

Si usted tiene algunas preguntas o comentarios con respecto a nuestras preparaciones de la emergencia, por favor llame a la oficina de escuela.

## **BOMB THREAT CHECKLIST:**

### **BOMB THREAT CHECKLIST**

If you receive a bomb threat by telephone, more than likely you will not have this checklist by your side. Please read thoroughly to familiarize yourself with the things you will be asked to identify and verify after the threat is received.

Call Received by: \_\_\_\_\_  
Time: \_\_\_\_\_  
Date: \_\_\_\_\_

#### **ASK THESE QUESTIONS**

Where is the bomb? \_\_\_\_\_  
What kind of bomb is it? \_\_\_\_\_  
When will it go off? \_\_\_\_\_  
What size is the bomb? \_\_\_\_\_  
Why are you doing this? \_\_\_\_\_

#### **EVALUATE THE VOICE OF THE CALLER**

\_\_\_\_\_ Man  
\_\_\_\_\_ Woman  
\_\_\_\_\_ Boy  
\_\_\_\_\_ Intoxicated/Drugged  
\_\_\_\_\_ Speech Impediment  
\_\_\_\_\_ Girl  
Ethnic Characteristics (Accent, Dialect) \_\_\_\_\_  
Other \_\_\_\_\_

#### **LISTEN FOR BACKGROUND NOISE**

\_\_\_\_\_ Music – What kind? \_\_\_\_\_  
\_\_\_\_\_ Machinery – What kind? \_\_\_\_\_  
\_\_\_\_\_ TV/Radio \_\_\_\_\_  
\_\_\_\_\_ Weather (Wind, Rain) \_\_\_\_\_  
\_\_\_\_\_ Street Noise – What kind? \_\_\_\_\_  
\_\_\_\_\_ Office Noise – Typing/Telephones, etc. \_\_\_\_\_  
\_\_\_\_\_ Babies/Children \_\_\_\_\_  
\_\_\_\_\_ People Talking in Background \_\_\_\_\_  
\_\_\_\_\_ Airplane \_\_\_\_\_  
\_\_\_\_\_ Other \_\_\_\_\_

#### **EXACT WORDING OR PHRASES USED BY CALLER**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



VERIFICATION OF EMERGENCY DRILLS kept on file in the Main Office:

**Grenada Elementary School Emergency Drill Log**  
**for the \_\_\_\_\_ School Year**  
**See Fire Drill Map for Zones and Alarm Number**

| Month            | Drill(s) | Date | Time | Response<br>Time | Initial | Comments |
|------------------|----------|------|------|------------------|---------|----------|
| Sept             |          |      |      |                  |         |          |
| Oct              |          |      |      |                  |         |          |
| Nov              |          |      |      |                  |         |          |
| Dec              |          |      |      |                  |         |          |
| Jan              |          |      |      |                  |         |          |
| Feb              |          |      |      |                  |         |          |
| Mar              |          |      |      |                  |         |          |
| April            |          |      |      |                  |         |          |
| May              |          |      |      |                  |         |          |
| June             |          |      |      |                  |         |          |
| Summer<br>School |          |      |      |                  |         |          |

## BUILDING AND SITE HAZARD ASSESSMENT

### BUILDING AND SITE HAZARD ASSESSMENT

**Instructions:** This checklist can be used by administrators, teachers, or staff to assess hazardous conditions that require mitigation. Inspect every room, including shop areas, custodian's closets, storage areas, and the gymnasium. Use your site map for easy identification. It may be helpful to ask your local fire department to send an inspector to complete the assessment with you. Use the information gathered during the hazard assessment to determine the scope of hazards throughout the school and develop a plan to reduce them.

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

Name of School: \_\_\_\_\_

Performed by: \_\_\_\_\_

Toxic, corrosive and flammable materials not stored to withstand falling and breaking (Note: Be sure to check for cleaning compounds, art supplies, chemistry and science materials, swimming pool chemicals, etc.)

Comments:

Hazardous materials located in areas that do not have warning signs.

Location by Building/Rooms Nos.

Unsecured appliances (e.g. water heaters, space heaters, toaster ovens, microwave ovens, etc.)

Location by Building/Rooms Nos.

Unsecured fire extinguishers or fire extinguishers that require recharging.

Location by Building/Rooms Nos.

## BUILDING AND SITE HAZARD ASSESSMENT

### Page Two

|                                                                                                                                                                                                                                                         |                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Playground:</b> <ul style="list-style-type: none"><li>- Equipment in need of repair</li><li>- Rocks or other material that could cause injury</li><li>- Fences in need of repair</li><li>- Exposed nails, screws, or bolts</li><li>- Other</li></ul> | <b>List Details Here:</b><br><br><br><br><br><br><br><br><br> |
| <b>School Grounds:</b> <ul style="list-style-type: none"><li>- Electric wires</li><li>- Gasoline or propane tanks</li><li>- Natural gas lines</li><li>- Fences in need of repair</li><li>- Other</li></ul>                                              | <b>List Details Here:</b><br><br><br><br><br><br><br><br><br> |
| <b>Interferences to Evacuation Routes</b><br>(Fencing, Locked Gates, Landscape)                                                                                                                                                                         | <b>List Details Here:</b><br><br><br><br><br><br><br><br><br> |
| <b>Other Hazards Not Listed:</b>                                                                                                                                                                                                                        | <b>List Details Here:</b><br><br><br><br><br><br><br><br><br> |

## CLASSROOM HAZARD INSPECTION:

### CLASSROOM HAZARD INSPECTION

| DATE | TEACHER | GRADE | ROOM NUMBER |
|------|---------|-------|-------------|
|      |         |       |             |

#### CHECK FOR ALL ITEMS:

|  |                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------|
|  | Unsecured Bookcases Four Feet or Taller                                                                   |
|  | Free Standing Cabinets                                                                                    |
|  | Unsecured 4-Drawer File Cabinets                                                                          |
|  | Unsecured TV Monitor                                                                                      |
|  | Unsecured Aquarium(s)                                                                                     |
|  | Unsecured Wall Shelves/Hanging Plants                                                                     |
|  | Unsecured TV Monitors on Wheeled Cart or Platform                                                         |
|  | Unsecured Heavy Objects on High Shelves                                                                   |
|  | Extension Cords Laying Across the Floor (when not in use)                                                 |
|  | Uninspected Fire Extinguishers (check monthly)                                                            |
|  | Chemicals In Classrooms (school-approved cleaners should be labeled and have MSDS forms in office binder) |
|  | Other Identified Hazards                                                                                  |
|  |                                                                                                           |
|  |                                                                                                           |
|  |                                                                                                           |
|  |                                                                                                           |

#### Notes of Interest

|  |
|--|
|  |
|  |
|  |
|  |

Please return completed inspection form to Principal's office.

## STUDENT RELEASE AUTHORIZATION FORM:

### STUDENT RELEASE AUTHORIZATION FORM

Instructions: Please ask Parent(s) of students to complete the following:

We request the following students (LIST NAMES):

|    |    |
|----|----|
| 1- | 2- |
| 3- | 4- |
| 5- | 6- |

be released to me/us

\_\_\_\_\_  
(Print Your Name(s))

\_\_\_\_\_  
Relationship to Student

Our Intended Destination Is

\_\_\_\_\_  
(Location, Including Address)

Requestor Signature: \_\_\_\_\_

-----  
TEACHERS NOTES:

Student is

Absent

Receiving First Aid

Missing

\_\_\_\_\_  
Teachers Signature

-----  
**TO BE COMPLETED BY STUDENT RELEASE TEAM**

Student Name

☐ The above named student(s) was released to a person(s) named on the student Emergency Card.

☐ The above named student(s) was released to a person(s) not listed on the student Emergency Card.  
Student(s) knew the person requesting the release.

Date of Release

Time of Release

**STUDENT RELEASE LOG:**

[illegible]

# CURRICULUM THAT EMPHASIZES PREVENTION

## AND ALTERNATIVES TO VIOLENCE

The following are examples of programs that may be utilized at the school.

### Character Counts!

*Character Counts!*<sup>sm</sup> is two things: an educational framework for teaching universal values and a national coalition of organizations that support each other. A person of character is a good person, someone to look up to and admire; knows the difference between right and wrong and always tries to do what is right; sets a good example for everyone; makes the world a better place; and lives according to the six pillars of character.

These six pillars, or core ethical values, form the foundation of the *Character Counts!*<sup>sm</sup> program:

Trustworthiness - Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect - Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility - Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness - Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring - Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship - Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

### Second Step

*Second Step* is a violence prevention curriculum implemented in kindergarten through third grades and sixth grade. Middle school counselors in 7th and 8th grades use it as a supplement, as well.

Students participating in *Second Step* learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home.

Research indicates that children who are socially competent perform better academically. *Second Step* lessons give tools to help children become socially skilled and develop strong bonds to school.

The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays, and other activities. Lively classroom videos also spark discussion, enriching students' learning of important social and emotional skills.

### **Gang Resistance Education and Training [G.R.E.A.T.] Program**

When the program is available, the *Gang Resistance Education and Training* program educates students in grade 6 and is taught by the same police officers that teach the D.A.R.E. program. While many of the goals are the same as D.A.R.E., the G.R.E.A.T. program helps youths avoid gang membership, prevent violence, and develop positive relationships with law enforcement. The officers teach lessons focused on personal skills, resiliency skills, resistance skills and social skills.



# PREVENTION AND INTERVENTION STRATEGIES

## THAT PROMOTE DRUG-FREE SCHOOLS

### Drug Abuse Resistance Education [D.A.R.E.]

The *Drug Abuse and Resistance Education* [D.A.R.E.] program educates students in grades K-5 and is staffed by three full time police officers. This community policing partnership between the two entities has been in place for almost twenty years. The goals of this program are to develop skills students need to avoid involvement in drugs, gangs, and violence. The officer-led classroom lessons teach children how to resist peer pressures and live productive drug and violence-free lives.

### Too Good For Drugs

*Too Good for Drugs* is a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco and other drug (ATOD) use among students.

*Too Good for Drugs* has a separate, developmentally appropriate curriculum for each grade level in kindergarten through eighth grade. Each curriculum builds on earlier grade levels, an instructional design which enables students to learn important skills sequentially and retain them year after year.

*Too Good for Drugs* builds five essential life skills:

- Goal setting
- Decision making
- Bonding with pro-social others
- Identifying and managing emotions
- Communicating effectively

*Too Good for Drugs* is implemented in fourth through sixth grades. Seventh and eighth grades will begin implementing this curriculum in 2009-2010.

## COMMUNITY RELATIONSHIPS

Grenada Elementary School District has teamed with local law enforcement to promote positive relationships with law enforcement, as well as prevent violence and criminal activity through three different partnerships:

# PROCEDURES FOR COMPLYING WITH EXISTING LAWS RELATED TO SCHOOL SAFETY

## CHILD ABUSE REPORTING PROCEDURES

Child abuse as severe consequences and the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. *Reasonable suspicion* means that 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.

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.

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

### Child abuse or neglect includes the following:

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

### 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.

**Initial Telephone Report**

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

**The phone number for CPS is 1-800-331-1585.**

**The number for the Siskiyou County Human Services Department is [\(530\) 841-2700](tel:5308412700)**

**Written Report**

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form.

**The address for Child Protective Services is:**

**Siskiyou County Human Services Department at 818 S Main St, Yreka, CA 96097**

# SUSPENSION AND EXPULSION POLICY

## Suspension

Suspension is the temporary removal of a pupil from regular classroom instruction or from school as initiated by a teacher or administrator for adjustment purposes.

A teacher may suspend any pupil from his or her class for the remainder of that day and the following day. A teacher may also refer a pupil to the principal or designee for consideration of a suspension from the school. The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for no more than five consecutive school days unless the suspension is extended pending expulsion.

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used violence against another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully ordered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person *another* liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by pupil of his/her own prescription products.
- i. Committed an obscene act or engage in habitual profanity or vulgarity.
- j. 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, meaning a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050.

A student in grade 4-12 may also be suspended for:

1. Sexual Harassment - Conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Hate Violence - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence [injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.
3. Hazing/Bullying/Harassment - Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
4. Hostile Educational Environment - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
5. Terrorist Threats - Made terrorist threats against school officials and/or school property.

## **Expulsion**

Expulsion is the removal of a pupil from enrollment in a school or the district as ordered by the Board of Education. Pupils can be expelled only for those reasons for which they can also be suspended.

**Mandatory Expulsion** – State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at a school or at a school activity [Education Code 48915]:

1. Possessing, selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a specified controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

**Discretionary Recommendation** – The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, unless particular circumstances make expulsion inappropriate [Education Code 48915]:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable value use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

State law provides for due process and rights to appeal any order of expulsion.

# GESD PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

## NOTIFICATION TO TEACHER OF STUDENT CONDUCT \_\_\_\_\_SCHOOL YEAR

Student \_\_\_\_\_ Sex \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Date of Incident \_\_\_\_\_

To Student's Teacher(s): The above named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts indicated below. You are being provided with notification of the student's conduct pursuant to the requirements of Education Code Section 49079. You may review the student's records if you need more specific information. Any information provided pursuant to this notice shall be received in confidence for the limited purpose for which it was provided. Further dissemination is prohibited.

### STUDENT INCIDENT (E.C. 48900)

- a. \_\_\_\_\_ Caused, attempted to cause, or threatened to cause physical injury to another person.  
\_\_\_\_\_  
(Circle if applicable:) Mutual Combat 1 Battery 2
- b. \_\_\_\_\_ Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. \_\_\_\_\_ Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. \_\_\_\_\_ Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. \_\_\_\_\_ Committed or attempted to commit robbery or extortion.
- f. \_\_\_\_\_ Caused or attempted to cause damage to school property or private property.
- g. \_\_\_\_\_ Stole or attempted to steal school property or private property.
- h.\* \_\_\_\_\_ Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. \*(Teacher notification not required for this incident.)
- i. \_\_\_\_\_ Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. \_\_\_\_\_ Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. \_\_\_\_\_ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l. \_\_\_\_\_ Knowingly received stolen school property or private property.
- m. \_\_\_\_\_ Possession of an imitation firearm.
- n. \_\_\_\_\_ Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. \_\_\_\_\_ Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- .2 \_\_\_\_\_ Committed unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, as defined in Education Code Section 212.5. This section only applies to grades 412. (E.C. 48900.2)
- .3 \_\_\_\_\_ Caused, threatened to cause, or participated in an act of hate violence. This section only applies to grades 412. (E.C. 48900.3)
- .4 \_\_\_\_\_ Harassment, threats, or intimidation that is so severe that it actually causes, or can reasonably be expected to cause, material disruption of classwork, substantial disorder, and the invasion of the rights of student(s) by creating intimidating or hostile education environment. This section only applies to grades 412 (E.C. 48900.4)
- .7 \_\_\_\_\_ Has made terroristic threats against school officials or school property, or both. (E.C. 48900.7)

| RECORD OF TEACHER REVIEW |           |      |           |
|--------------------------|-----------|------|-----------|
| Date                     | Signature | Date | Signature |
| Date                     | Signature | Date | Signature |
| Date                     | Signature | Date | Signature |
| Date                     | Signature | Date | Signature |



# DISCRIMINATION AND HARASSMENT POLICIES

## Discrimination Policy

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The *Assistant Superintendent of Personnel* handles complaints regarding discrimination and inquiries regarding policies. Any student who feels that he/she is being harassed should immediately contact a school employee or the principal. Any student who observes an incident of harassment should report the harassment to a school employee or the principal, whether or not the victim files a complaint.

## Student Sexual Harassment Policy

The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Board expects students or staff to immediately report incidents of sexual harassment to the student's teacher, Principal, Vice-Principal or Designee or to another District Administrator. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

### DEFINITION

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

### INSTRUCTION/INFORMATION

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

1. What behavior constitutes sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made.

## **COMPLAINT PROCESS**

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment

involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Director of Personnel or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

## **DISCIPLINARY MEASURES**

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

## **RECORD KEEPING**

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

## **PROHIBITED SEXUAL HARASSMENT CONDUCT**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposely cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Continuing to express sexual interest after being informed that the interest is unwelcome
12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

## **NOTIFICATIONS**

A copy of the district's sexual harassment policy and regulations shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, trimester, semester or summer session
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct
5. Be provided to employees and employee organizations

## COMPLAINT PROCEDURE

### 1. Informal Resolution

- a. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the persons engaging in conduct that such conduct is offensive and must stop.
- b. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment shall inform the Principal, Vice Principal, immediate supervisor, or designee so that he/she may take remedial action.

### 2. Formal Complaints

- a. An aggrieved student may file a written complaint with the Principal, Vice Principal, or designee. A copy of the written complaint shall be forwarded to the Superintendent or his designee.
- b. The informal resolution procedures set forth above are not a precondition to the filing of a complaint.
- c. Students filing a complaint need not file a complaint with a person they feel is sexually harassing them.

## INVESTIGATION OF COMPLAINTS AT SCHOOL (SITE-LEVEL GRIEVANCE PROCEDURE)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of harassment
  - c. Anyone who witnessed the conduct complained of
  - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. If the alleged harasser is a student, his/her parent/guardian
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - e. Child protective agencies responsible for investigating child abuse reports
  - f. Legal counsel for the district
  - g. Law enforcement
4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue
6. To determine the severity of the harassment, the principal or designee may take into consideration:
  - a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and gender of the person accused of harassment
  - e. The subject(s) of harassment
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of harassment that were not related to gender
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within ten school days after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

#### **ENFORCEMENT**

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following: Removing vulgar or offending graffiti; providing staff inservice and student instruction or counseling; notifying parents/guardians of the actions taken; notifying child protective services and/or law enforcement; taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.

#### **APPEAL TO THE BOARD OF TRUSTEES**

The complainant may appeal the decision of the Superintendent to the Board of Trustees in writing. The Board of Trustees shall hear the matter at the next regularly scheduled meeting. At the conclusion of the hearing the Board shall adopt written findings of fact and make a decision.

## **General Harassment Policy**

It is the policy of the Grenada Elementary School District to provide fair and equal treatment to all staff members. In an effort to advance this policy, we have found it necessary to formulate a statement regarding harassment. Harassment creates a negative work environment and affects the work performance of all employees.

1. Pursuant to Education Code section 212.5, unwelcome advances, requests for favors, and other verbal, visual or physical conduct constitute harassment when:
  - A. Submission to the conduct is made either an explicit or implicit condition of employment, status or promotion.
  - B. Submission to, or rejection of, the conduct is used as the basis for an employment decision affecting the harassed employee.
  - C. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
  - D. Submission to, or rejections of, the conduct is the basis for any decision affecting the benefits, services, honors, programs or other available activities.
2. Unlawful harassment may take many forms, including but not limited to:
  - A. VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted advances, invitations or comments.
  - B. VISUAL CONDUCT such as derogatory posters, cartoons, drawings, or gestures.
  - C. PHYSICAL CONDUCT such as assault. Blocking normal movement, or interference with work directed at you because of your sex or other protected basis.
  - D. THREATS AND DEMANDS to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
  - E. RETALIATION for having reported the harassment.
3. Any person believing he/she is a victim of harassing behavior should notify the Assistant Superintendent of Personnel or a District Office Management person unassociated with the employee's assigned worksite. The Assistant Superintendent of Personnel or the District Office Management Person will:
  - A. Fully inform the employee of his/her rights.
  - B. Appoint a three (3) member committee to immediately conduct a thorough, objective and complete investigation of the alleged harassment, report the committee findings to the Superintendent, or the Board of Education if the Superintendent is the accused harasser, who must make a determination about whether unlawful harassment occurred and communicate this alleged finding to the harasser and any other concerned party; and the Superintendent of the Board of Education will take prompt and effective remedial action if harassment has occurred. The action must be commensurate with the severity of the offense and be made known to the victim.

**ALL HARASSING BEHAVIOR IS CONSIDERED MISCONDUCT AND MAY SUBJECT AN EMPLOYEE TO DISCIPLINARY ACTION AND/OR IMMEDIATE TERMINATION.**

Special privacy safeguards will be applied in handling harassment complaints. To the extent feasible, the identity of the charging party and the person accused of harassment will be kept confidential.

# Grenada Elementary School District DRESS CODE

## General Guidelines

1. Dress and Appearance Standards. Dress and appearance standards are in effect during all times at school, on the way to school, on the way home from school, at any school function or activity regardless of location.
2. Student May Not Remain in the Classroom. A student may not remain in the classroom dressed in a manner which (1) creates a safety hazard for said student or for other students, (2) constitutes a serious or unnecessary distraction to the learning process, (3) tends to disrupt the campus order, or (4) is in conflict with the district's goals and philosophy regarding the prevention of substance abuse and gang activity.
3. Required to Change to Accepted Dress. Students that wear unacceptable clothing will be required to change to accepted dress. All time missed from class due to unacceptable dress may be made up in detention.

## Requirements

**CLOTHING** – Shoes must be worn at all times. Shoes with no back strap, flip flops, cleats, high heels, or sock like slippers are not allowed. All apparel must be of a size that is considered normal for the child. Oversized or overly snug clothing will not be allowed.

### *Items NOT Allowed*

- Pants, shorts or cutoffs that are oversized, or slit up the side or have holes higher than the tips of the fingers, sag or fall off the waist.
- Oversized tops, tube tops, backless dresses, mini-skirts, see-through tops, fishnet, half tops, muscle shirts, undershirts, and tank tops with large armholes. No bare midriffs will be allowed.
- Any clothing that exposes posteriors or undergarments.

**ACCESSORIES** – Jewelry or accessories that are disruptive or that might cause a health or safety hazard may not be worn.

### *Items NOT Allowed*

- Head coverings worn inside the building- hats, caps, nets. Hats may be worn outside only and solely for the purpose of sun protection or in extreme cold. Hats, by nature of the color, arrangement, trademark, or any other attribute, that denote membership in gangs, or which advocate racial, ethnic, or religious prejudice, drug use, violence, intimidation or disruptive behavior are prohibited.
- Wallets with attached chains, hanging belts, straps hanging off the shoulders. Hoop earrings larger than a dime, nose rings, facial or body studs.
- Glasses, other than prescription (inside buildings)

## **OTHER ITEMS NOT ALLOWED**

- Tattoos are not allowed. A student with gang-related tattoos will be placed in an alternative program. Other permanent tattoos must be covered at all times. Temporary tattoos will be removed before the student is allowed in class.
- Words or pictures that are not appropriate for the school environment may not be worn on clothing. (Examples include obscenities, symbols representing alcohol, drugs or tobacco, gang colors, gang materials, gang behavior, weapons, sexually explicit words or pictures, tagging or violence.) Words and pictures on all garments may not be altered in any way. Words and pictures may not be added to plain garments.
- Makeup, fake or acrylic nails are not allowed in grades kindergarten through six.
- Before purchasing clothing etc, parents are strongly urged to consider the possible gang implication of items with logos or insignias.

It is not our purpose to dictate specific dress, but rather to ensure that our students will be dressed in such a way as to maximize their school experience. Decency and safety are the guidelines by which the principal will make all decisions regarding clothing.

# SCHOOL DISCIPLINE

The disciplinary actions taken by the administration of will be firm, consistent, and fair. Students who violate school rules and policies are subject to the discipline guidelines listed below. The seriousness of the offense and the conditions under which it occurred are factors to be considered.

## 1. Alcohol

### A. First Offense

1. Suspension and parent conference
2. Referral to law enforcement
3. Suspension pending referral to an alternate program and/or expulsion or exclusion

### B. Succeeding Offenses

1. Suspension pending referral to an alternate program, and/or expulsion or exclusion

## 2. Arson, Vandalism/Defacing or Use of Explosives: In all cases, the student for damages or losses that occur will make payment, and all arson cases will be reported to the fire department.

### A. Any Offense

1. School site discipline
2. Suspension and parent conference
3. Referral to law enforcement
4. Severe violation will result in recommendation for expulsion and arrest

## 3. Battery (Bodily Harm)

### A. Any Offense

1. Suspension and parent conference
2. Referral to law enforcement

## 4. Assault and/or Battery on Teachers or Other School Personnel

### A. Any Offense

1. Suspension
2. Referral to law enforcement

## 5. Classroom Referrals and Defiance of Authority: This includes, but is not limited to, noncompliance towards each school's gum/candy policy, violation of Grenada Elementary School District's dress/appearance code, and disruptive behavior.



A. Any Offense

1. School site discipline
2. Parent conference
3. Possible suspension
4. Possible placement in an alternate program
5. Possible expulsion or exclusion

**6. Drugs and/or Narcotics**

A. Use or Possession

1. Referral to law enforcement
2. Suspension and parent conference
3. Recommendation for expulsion
4. Selling
5. Arrest and recommendation for expulsion

**7. Extortion (Force or Fear)**

A. First Offense

1. School site discipline
2. Suspension and parent conference
3. Possible referral to law enforcement
4. Possible referral to an alternative program

B. Succeeding Offenses

1. Suspension
2. Referral to law enforcement
3. Recommendation for expulsion

**8. Forgery**

A. Any Offense

1. Parent conference
2. School site discipline

3. Possible suspension

## **9. Gambling**

### **A. Any Offense**

1. School site discipline

## **10. Hazing/Student Harassment**

### **A. Any Offense**

1. School site discipline
2. Suspension
3. More serious offenses may lead to a recommendation for expulsion

## **11. Insults and/or Abuse to School Personnel**

### **A. Any Offense**

1. School site discipline
2. Suspension and parent conference
3. Possible recommendation for expulsion

**12. Loitering:** Students may not be on a school campus without permission of that school's administration. Repeated offenses, or refusal to leave, will lead to suspension and/or arrest.

## **13. Profanity, Vulgarity or Pornography**

### **A. Any Offense**

1. School site discipline
2. Possible suspension
3. Serious or repeated violations may lead to expulsion or placement in an alternative program

## **14. Student Sexual Harassment**

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the District. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the principal, vice principal or designee or to another district administrator. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from, or in, the educational setting. (Education Code 212.6) For the purpose of further clarification, sexual harassment includes, but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Assaulting, touching, impeding, or blocking movement.
7. Continuing to express sexual interest after being informed that the interest is unwelcome.
8. Making reprisal, threats of reprisal, or implied threats of reprisal following a report of harassment.

**15. Tobacco (Use or possession)**

A. Any Offense

1. Parent conference
2. School site discipline
3. Suspension

**16. Threats**

A. First Offense

1. School site discipline
2. Possible suspension and immediate referral to law enforcement for terrorist threats

B. Succeeding Offenses

1. School site discipline and parent conference
2. Suspension and possible expulsion or placement in an alternative program
3. Referral to law enforcement

**17. Weapons:** A student in possession of any object that is determined by an administrator to be a weapon, with or without the intent of use, is subject to penalty as designated below:

1. Confiscation

2. Parent contact
3. Police contact
4. Suspension
5. Possible expulsion

**18. Withholding Records:** A pupil's grades, diploma, and transcripts may be withheld if district property is damaged or not returned by the pupil.

## **HATE CRIME REPORTING PROCEDURES**

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivate behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

**For more Information see CALIFORNIA HEALTHY KIDS SURVEY**

### **State your sites GOALS for the 2019-20 school year.**

Devolve at least one ATTENDANCE and one SCHOOL CONNECTEDNESS goal, as this links directly to the LCAP.

1. Decrease the number of unexcused absences/tardies. Increase overall student attendance.
2. Increase the number and variety of opportunities for meaningful participation for students at Grenada Elementary School.
3. Continue to scale up MTSS/Rtl model to provide for universal screening of all students (SAEBRS) identify students who are at risk and progress monitor students who are receiving intervention.
4. Plan and implement professional development for all teachers in whole staff and by grade level settings focused on, social-emotional learning, restorative justice, and CCSS instructional practices.

## 7th grade results

School Climate data based on California Healthy Kids Survey from 2016/16 to 2017/18.

| Category                                     | High     | Moderate | Low    |
|----------------------------------------------|----------|----------|--------|
| Students feel connected to school and staff  | 50 - 69% | 50-31%   | 0-0%   |
| Students feel adults care                    | 30 - 41% | 60 - 53% | 10-6%  |
| Students experience meaningful participation | 0%       | 70 - 59% | 30-41% |
| Student feel staff have high expectations    | 50 - 65% | 50-35%   | 0-0%   |

After a review of our Local Control and Accountability Plan (LCAP) metrics and district support systems, GESD identified a need for improved access to learning opportunities for students with social/emotional needs and those who are at risk. The need for improved access to learning opportunities requires that we develop a well structured, data-driven plan that integrates all aspects of student achievement. Our plan for improved access to learning opportunities for at risk students must include a comprehensive assessment system and utilize teams in data based decision making. The plan must also provide *universal* behavior supports for ALL students; *targeted*, evidence-based behavior interventions for some students; and *intensive*, individualized interventions and supports for a few students. The plan that best fits our needs and offers the social/emotional support GESD needs is a Multi-Tiered System of Supports (MTSS) Framework.

## Priority 6

Overall District School Climate Index

### Results from 2018 CHKS Grade 7 and 8 show that:

| 7th % | 8th % | Key indicator of school climate                                                                                                           |
|-------|-------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 67    | 43    | Of our students report having or feeling a high level of connectedness at school                                                          |
| 33    | 21    | Report high level of academic motivation                                                                                                  |
| 47    | 14    | Report feeling they have adults at school that care about them                                                                            |
| 67    | 21    | Report there is a culture of high expectations at school                                                                                  |
| 33    | 0     | Report feeling they have opportunities for meaningful participation at school (do things that make a difference, decide class activities) |
| 93    | 79    | Perceive the school as safe or very safe                                                                                                  |
| 60    | 36    | Responded that they have experienced harassment or bullying at school                                                                     |

\*\*Results taken from district's "CHKS Main Report as reported in A.Core Module Results 2. Summary of Key Indicators" page 3.

**Results from 2015/16 to 2017/18 CHKS Grade 7 show that:**

|         |                                                                                                                                           |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 7th %   | Key indicator of school climate                                                                                                           |
| 50 - 69 | Of our students report having or feeling a high level of connectedness at school                                                          |
| 20-41   | Report high level of academic motivation                                                                                                  |
| 30 -41  | Report feeling they have adults at school that care about them                                                                            |
| 50 -61  | Report there is a culture of high expectations at school                                                                                  |
| 0-0     | Report feeling they have opportunities for meaningful participation at school (do things that make a difference, decide class activities) |
| 90 -94  | Perceive the school as safe or very safe                                                                                                  |
| 70-38   | Responded that they have experienced harassment or bullying at school                                                                     |

\*\*Results taken from district's "CHKS Main Report as reported in A.Core Module Results 2. Summary of Key Indicators" page 3.

Our district's focus is to ensure students feel safe and connected at school. Since our results show differences in students perceptions between grade levels, we will be revisiting our programs and surveying staff and students for ideas as to how to increase their engagement with school and finding ways to increase students feelings of safety.

**DISASTER SERVICE WORKERS** Should a disaster strike during school hours, employees will not leave their assignment under any circumstance unless officially released by the Superintendent, school principal, or other administrator. All public employees are designated as disaster service workers subject to service as may be assigned to them by their superiors or by law (Govt. Code, Chapter 8 Section 3100). A copy of this Government Code section can be found in the Appendix. The Appendix also contains information on home preparedness. If employees and parents are well prepared in an emergency, anxiety levels will be reduced which will encourage parents to cooperate and employees to remain on campus to assist as needed.

# **Safe Ingress and Egress**

## **SAFE INGRESS AND EGRESS OF STUDENTS:**

**Evacuation Routes:** maps posted near all major exits.

**PARENT INVOLVEMENT STRATEGIES:** Refer to Parent Involvement Policy.

### **Supervision of Students**

As students arrive on campus each morning, campus staff are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus staff ensure students either travel to after school program or activities or leave campus in a safe and orderly manner.

### **Visitors**

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

### **Procedures for Safe Ingress and Egress**

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. The school map identifies evacuation areas and ingress/egress routes.

### **On-Campus Evacuation/Assembly Location**

The primary evacuation site for the school site will be the lower and upper yard near the back fence with the alternate location being the upper field. Evacuation maps and procedures are posted in every classroom and office at each site.

### **Primary Off-Site Evacuation/Assembly Location**

In the event of a need to evacuate from a school site to an off-campus location, following is a list of safe sites for Grenada Elementary school:

1. The Grenada Berean Community Church behind to the school
2. The Grenada Gardens- directly across the parking lot from the gas station.

### **Emergency Campus Evacuation**

If it is necessary to evacuate the entire campus to another school or relief center, the principal will:

1. notify the superintendent of the campus evacuation,
2. cooperate with emergency authorities in enlisting staff with cars and buses to help transport evacuees, direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

In an emergency building evacuation all employees will:

1. Upon emergency alert, secure classroom or work area and depart/report to assigned area.
2. Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
3. Do not re-enter the building without permission or request of emergency service authorities.
4. Remain in the general assembly areas and calm students if not assigned another duty.
5. When signaled to re-enter safe areas of the school, quickly do so.
6. Upon safe re-entry, report anything amiss to the school principal.

In an emergency building evacuation teachers will also:

1. Assemble students for evacuation using designated routes and account for all students.
2. Secure room.
3. If possible, notify the main office advising where the class evacuated to if other than the standard assembly area.
4. Upon arrival at the assembly area, account for all students.

5. Secure medical treatment for injured students.
6. Report any students missing or left behind because of serious injuries.
7. Stay with and calm students.
8. If signaled to re-enter school, assure students do so calmly and account for all students.
9. Check room and report anything amiss to the principal.
10. Debrief students to calm fears about the evacuation.

### **Signals**

Specific communication techniques for all incidents vary due to functional alarm systems, intercoms, etc. There are two basic alarms systems: stay in place or evacuate. Specific incidents will dictate additional responses. However, when sound signals are available, the two primary signals should follow this pattern:

- Intercom and Remind text indicates that all staff and students should find shelter and plan to remain in a single location.
- The fire alarm indicates an evacuation is required.

## **Safe and Orderly Environment Conducive to Learning**

The rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5 (CSD Board Policy 5144, "discipline") to create a safe and orderly environment conducive to learning at school.

### **Campus Disturbances**

All school staff shall respond to campus disturbances in accordance with the school's response plan.

Response plans shall describe:

1. The means which will be used to signal an emergency situation and maintain communication among staff and with the Superintendent or designee.
2. Each staff member's specific duties during a disturbance.
3. Procedures for ensuring the safety of students and staff.
4. Conditions, as prearranged with law enforcement authorities, under which the principal or designee shall:
  - a. Inform the police.
  - b. Secure police assistance.
  - c. Give the police responsibility for a specific crisis situation.
5. Procedures for the orderly dismissal of school when authorized by the principal or designee.

All media inquiries during crisis situations shall be routed to the Superintendent or designee.

(cf. 1112 - Media Relations)

### **Prohibited Activities**

1. **Disturbing the Peace** It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring.  
(Penal Code 404.6)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor.

(Penal Code 415)

### **2. Disruption of School Operations**

Students shall be subject to disciplinary action for any exercise of free expression which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:



- a. Organize or participate in unauthorized assemblies on school premises.
- b. Participate in sit-ins or stand-ins which deny students or employees normal access to school premises.
- c. Wear buttons, badges or other insignia, or create or possess printed material that are obscene, libelous, or slanderous.

3. Refusal to Disperse Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severally guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer.

(Penal Code 416)

Persons who remain present at the place of any riot, rout or unlawful assembly after being lawfully warned to disperse are guilty of a misdemeanor.

(Penal Code 409)

4. Boycotts Students participating in any protest that involves non-attendance at school or at a school activity where attendance is required shall be identified as truant, regardless of any parental approval of their act.

(cf. 3515 - Campus Security)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

Legal Reference:

#### EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

38000-38005 Security patrols

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

48907 Student exercise of free expression

#### PENAL CODE

403-420 Crimes against the public peace, especially:

415 Fighting; noise; offensive words

415.5 Disturbance of peace of school

416 Assembly to disturb peace; refusal to disperse

626-626.10 Crimes on school grounds

627-627.7 Access to school premises

#### **Positive School Climate**

POSITIVE SCHOOL CLIMATE: SAFE AND ORDERLY LEARNING ENVIRONMENT: Refer to Student handbook

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)  
(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 4020 - Drug and Alcohol-Free Workplace)  
(cf. 5131 - Conduct)  
(cf. 5131.1 - Bus Conduct)  
(cf. 5131.6 - Alcohol and Drugs)  
(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5136 - Gangs)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6141.6 - Multicultural Education)  
(cf. 6142.3 - Civic Education)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, community service, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)  
(cf. 5126 - Awards for Achievement)  
(cf. 5131.5 - Vandalism, Theft and Graffiti)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6020 - Parent Involvement)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of

this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### Legal Reference:

##### EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

35181 Governing board policy on responsibilities of students

##### Management Resources:

CSBA PUBLICATIONS Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007 Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Bullying at School, 2003 Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS Preventing Bullying: A Manual for Schools and Communities, 1998

#### WEB SITES

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

California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS> Policy,

#### **Conflict Resolution**

To promote student safety and contribute to the maintenance of a positive school climate, the Board of Trustees encourages the development of school-based conflict resolution programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility and problem solving skills among students. Conflict resolution strategies shall be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Conflict resolution programs shall not supplant the authority of staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Schoolwide programs may include curriculum in conflict resolution, including, but not limited to, instruction in effective communication and listening, critical thinking, problem-solving processes and the use of negotiation to find mutually acceptable solutions. In addition, the curriculum may address students' ethical and social development, respect for diversity, and interpersonal and behavioral skills.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6141.6 - Multicultural Education)

Conflict resolution programs may incorporate peer mediation strategies in which selected students are specially trained to work with their peers in resolving conflicts. Students' participation in any peer mediation program shall be voluntary and kept confidential by all parties involved.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered (cf. 6143 - Courses of Study)
2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills (cf. 4131 - Staff Development)
3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation  
(cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct)  
(cf. 5131.4 - Campus Disturbances)  
(cf. 5136 - Gangs)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)  
(cf. 5145.7 - Sexual Harassment)
7. Scheduling and location of peer mediation sessions
8. Methods of obtaining and recording agreement from all disputants
9. The appropriate involvement of parents/guardians, the community and staff, including counseling/guidance and security staff  
(cf. 1020 - Youth Services)  
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 3515.3 - District Police Department)  
(cf. 6020 - Parent Involvement)  
(cf. 6164.2 - Guidance/Counseling Services)
10. Communications to students, parents/guardians and staff regarding the availability of the program
11. Methods of following up with students to determine the effectiveness of the process
12. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced

Legal Reference:

EDUCATION CODE 32280-32288

School safety plans 32295.5

Teen court programs 35291-35291.5

Rules 44807 Duty concerning conduct of students

CALIFORNIA CONSTITUTION Article 1, Section 28(c) Right to safe schools Management Resources:

CSBA PUBLICATIONS Protecting Our Children:

Governing Board Strategies to Combat School Violence, revised 1999

CDE PUBLICATIONS Safe Schools: A Planning Guide for Action, 1995

USDE PUBLICATIONS Creating Safe and Drug-Free Schools: An Action Guide, 1996

#### WEB SITES

U.S. Department of Education, Safe and Drug-Free Schools Program: <http://www.ed.gov/offices/OESE/SDFS/>

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/spbranch/safety/> Policy

#### **Hate-Motivated Behavior**

In order to create a safe learning environment for all students, the Board of Trustees 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students) T

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.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6020 - Parent Involvement)

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.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

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.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

## **Dress and Appearance**

The Board of Trustees of Grenada Elementary School District has the obligation to ensure a safe, secure and orderly campus that provides the opportunity for all students to learn. At each school, students have the right to learn and teachers have the right to teach. A student's dress is expected to be conducive to a positive school climate and to an orderly educational program.

The guidance of students in appropriate dress for school is a shared responsibility of home and school. Students reflect pride in themselves and in their school by wearing clothing that enhances their appearance. (cf. 4119.22 - Dress and Grooming) (cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

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. (cf. 5144 - Discipline)

**Gang-Related Apparel** The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel. 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. (cf. 0450 - Comprehensive Safety Plan) (cf. 5136 - Gangs)

## **Legal Reference:**

EDUCATION CODE 32282

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

Hartzell v. Connell (1984) 35 Cal. 3d 899

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Marvin H. Jeglin et al v. San Jacinto Unified School District et al 827 F.Supp. 1459 (C.D. Cal. 1993)

## **Grievance Procedures**

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the principal. Upon receiving such a complaint, the 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.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131- Conduct) (cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.7 - Sexual Harassment)

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

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

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.

(cf. 6164.2 - Guidance/Counseling Services)

#### 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>

### **Student Use of Technology**

The Grenada Elementary School District has a strong commitment to providing a safe and engaging learning environment for its students, including access to and experience with current technology and Internet resources. Because the Internet is an unregulated, worldwide vehicle for communication, information available for staff and students is impossible to control. The district has taken several steps to protect students from accessing inappropriate materials on the Internet: The district maintains and updates its technology use policies (Board Policy/Administrative Regulations 6163.4) and Student Technology and Internet Use Agreements to clarify expectations and communicate requirements for appropriate and safe use of District technology resources. The district instructs students in the proper use of Internet resources and monitors student use of the network. The district employs an Internet content filter to screen Internet web traffic and block inappropriate materials from student access. However, the district cannot guarantee that students will not be exposed to inappropriate material. Therefore, it is essential for students to accept responsibility for the proper use of the technological resources available at their school.

This policy is intended to comply with the Children's Internet Protection Act (CIPA).

#### **1. Personal Responsibility and Safety.**

I know that school computers and internet communication tools must be used properly and with respect.

a. I understand that using the school's computers and accessing the Internet is a privilege that is granted.

b. I understand that all the rules described in my school's discipline policy and this Technology Use Agreement apply when I am using computers at school and whenever I'm using the Internet or the school district's web portal for social media activities, even from home or other non-school locations.

- c. I will immediately stop and tell the teacher if anything happens on the computer or on the Internet that does not seem right or makes me feel uncomfortable (inappropriate, offensive, illegal, any act of bullying, or action that violates the Technology Use Agreement).
- d. If I find something that is not appropriate on the computer or on the Internet, I will leave it right away and notify the teacher, especially if I reached the inappropriate material in the course of completing an assignment.
- e. I will not show other students inappropriate content. (Consequences for this type of behavior may be more severe.)
- f. I will report any misuse of the computer or the network by another student to a teacher or principal.
- g. I will take care of the computer and all technology equipment as if it belonged to me.
- h. I understand that the district keeps a record of everything that is done on or through its computers and that things done on the Internet can be traced back to the person who did it.
- i. I will not share my account username or password and will not allow anyone else to use my account.

## **2. Inappropriate Uses.**

I understand that school computers should be used for learning, not for playing games, harassing, bullying, or vandalism. Inappropriate use may lead to loss of privileges and prosecution.

- a. I will only use school computers for classroom work assigned by the teacher.
- b. I will not use school computers for playing games or socializing apart from an assigned activity.
- c. I will not participate in chat rooms (or instant messaging) while I am at school, unless specifically directed to by my teacher for a particular assignment.
- d. I will not damage the computer nor load any viruses, spyware, or other malware onto the computer or network. I understand this would be considered a form of vandalism.
- e. I will not alter the way the computer desktop looks or how it works.(control panels, network settings)
- f. I will not attempt to bypass security measures on the computer or the district network.
- g. I will not download any software from the Internet unless specifically directed to as part of a lesson.
- h. I will not install any software, hardware, or devices on the school computer or the network unless instructed to do so.
- i. I will not buy, sell, or advertise anything using the school computer and network.
- j. I will not log into the computer or network with someone else's username and password.
- k. I will not seek out or share inappropriate or obscene material. (You may be prosecuted.)

I understand that improper use of school computers and the Internet,could break the law and/or school rules resulting in discipline which could include suspension and/or expulsion from school.

## **3. Digital Citizenship.**

I will treat people with dignity and respect when using the computer and accessing the Internet.

- a. I will not threaten, insult, gossip, tease, or treat others with cruelty while I am online or using a computer. I understand this type of behavior is a form of bullying, will not be tolerated, will be punished, and may result in the loss of privileges.
- b. I will respect other students' work on the computer. I will not copy, change, or remove another student's work from the computer, the school network or the Internet.
- c. I will tell a teacher or administrator whenever I encounter anything on the Internet that I think may be inappropriate or a violation of school policies.
- d. I will not copy information and use it as if it were my own ideas without giving credit to the information's author and source. I know that failure to properly cite my sources of information is called plagiarism and is a form of cheating.

## **4. Online Behavior.**

I will follow these guidelines when using the Internet.

- a. I understand that things I post on the internet may be seen by everyone at school, at home, and in the world.
- b. I will not share personal information (either my own, another student's, a teacher's, or any other adult's) including: references to where I live, details about family or friends (including names), my age, birthday, home address, or telephone number, on the Internet.
- c. I understand that once information has been posted on-line, in an email or a blog, it cannot be completely taken back. Even if a post is deleted, there could be older versions that were automatically saved that can be viewed, copied and disseminated.
- d. I will consider whom I am communicating with and think about how they might interpret my words.



- e. I will give constructive criticism and comments in order to help people and not to make them feel bad.
- f. I will use respectful and appropriate language without swearing, name calling, or causing others to feel uncomfortable due to their gender, race, appearance, behavior, or beliefs (These are actions that could be considered harassment or bullying).
- g. I understand that authorities (including the district, law enforcement, police, FBI, Secret Service, etc.) have ways of tracking things that are posted on the Internet back to the computer or person that posted it even if the person never uses their own name or leaves any personal information. I understand that anything I post on the Internet could eventually be linked to me.
- h. I will only post information that I can verify is true and I will not spread gossip about other students.
- i. I will not impersonate others or try to trick people into thinking what I wrote was done by someone else. I understand that this could be a form of bullying and harassment.
- jl. I will not use online forums or technology resources to cheat on tests or assignments.
- k. I will ask my teacher for clarification whenever I am in doubt about any of the rules or guidelines.

I understand that I may face a range of discipline up to and including suspension and/or expulsion from school and prosecution if I do not follow the guidelines listed above. I understand that the Internet is an extension of our school learning environment and, therefore all school rules and expectations apply.

#### **6. Privileges.**

I understand that using technology and/or the Internet is a privilege that is maintained by my responsible use. If I don't use technology properly or treat others respectfully online, I will lose that privilege and face disciplinary actions and my parents will be notified.

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

We offer our schools for public shelters in case of a natural disaster or pandemic. We cooperate with the Siskiyou County Emergency Response Team as well as the Red Cross. If our buildings are used as shelters during the school day, non students are supervised to protect the safety of our students.

Board Policy 0450 Comprehensive Safety Plan  
 Board Policy 3516 Emergency and Disaster Preparedness Plan  
 Board Policy 1330 Use of School Facilities  
 Facilities Use Agreement

| Utilities, Responders and Communication Resources         | Type          | Vendor Number  |
|-----------------------------------------------------------|---------------|----------------|
| Law Enforcement/Fire/Paramedic                            | Police        | 911            |
| Law Enforcement/Fire/Paramedic                            | Fire          | 911            |
| Public Utilities                                          | Pacific Power | 1-888-221-7070 |
| Local Hospitals Fairchild                                 | Medical       | 530-842-4121   |
| School District District                                  | Office        | 530-436-2233   |
| School District District facilities after hours emergency | Office        | 530-515-1314   |

**NOTE: Some elements of this School Safety Plan are confidential. Copies of these confidential elements are secured at the school site. These elements include: student and staff personal information, emergency evacuation, ingress/egress routes and other sensitive emergency contact information.**

## Assessment of current status of school crime.

### Attendance Rates/SARB Data (From the California Dashboard and ARIES)

|                          | 2017   | 2018   | 2019 |
|--------------------------|--------|--------|------|
| Attendance Rate          | 95.28% | 97.19% |      |
| Chronic Absenteeism Rate | 10.1   | 6.4%   |      |

### Suspension /Expulsion Data (From California Dashboard)

|                 | 2015 | 2016 | 2017  | 2018 | 2019 |
|-----------------|------|------|-------|------|------|
| Suspension Rate | 9.0% | 8.1% | 10.4% | 4.8% | 2.9% |
| Expulsion Rate  | 0%   | 0%   | 0%    | 0%   | 0%   |

### School Crime Assessment Data (ARIES)

| ED CODE                                                                                                            | 15 | 16 | 17 | 18 | 19 |
|--------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|
| Caused, attempted to cause, or threatened to cause physical injury to another person                               | 12 | 14 | 12 | 5  |    |
| Willfully used force or violence upon the person of another, except in self-defense                                | 5  | 8  | 4  | 6  |    |
| Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object                    | 1  |    |    |    |    |
| Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance |    |    |    |    |    |
| Unlawfully offered, arranged, or negotiated to sell any controlled substance                                       |    |    |    |    |    |
| Committed or attempted to commit robbery or extortion                                                              |    |    |    |    |    |
| Caused or attempted to cause damage to school property or private property.                                        |    |    |    |    |    |
| Stole or attempted to steal school property or private property                                                    | 3  | 3  | 8  |    |    |
| Possessed or used tobacco, or any products containing tobacco or nicotine products                                 | 1  |    |    |    |    |
| Committed an obscene act or engaged in habitual profanity or vulgarity.                                            | 1  | 7  | 3  |    |    |
| Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia                 |    |    |    |    |    |
| Disrupted school activities or otherwise willfully defied the valid authority (4-8)                                | 5  | 5  | 10 | 1  |    |
| Knowingly received stolen school property or private property.                                                     |    |    |    |    |    |
| Possessed an imitation firearm                                                                                     |    |    |    |    |    |
| Committed or attempted to commit a sexual assault a                                                                |    | 1  |    |    |    |
| Harassed, threatened, or intimidated a pupil who is a complaining witness                                          |    | 1  |    | 1  |    |
| Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma                       |    |    |    |    |    |
| Engaged in, or attempted to engage in, hazing                                                                      |    |    |    |    |    |
| Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct          |    | 2  |    |    |    |
| Total                                                                                                              | 28 | 41 | 37 | 13 |    |

## Appendix A: Board Policies

Grenada Elementary School District has adopted the following board policies and administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies. Please visit the district's website at [www.grenada.k12.ca.us](http://www.grenada.k12.ca.us) to access full versions of board policies and administrative regulations referred to herein.

BP/AR 0410: Non Discrimination in District Programs and Activities  
BP/AR 0450: Comprehensive Safety Plan BP/AR 1250: Visits to Schools  
BP/AR 1310.1: Civility Policy BP/AR 3515.1: Crime Data Reporting  
BP/AR 3516: Emergencies and Disaster Preparedness Plan  
BP/AR 3516.3: Earthquake Emergency Procedure System  
BP/AR 4119.11/4219.11/4319.11: Sexual Harassment  
BP/AR 4158/4258/4358: Employee Security  
BP/AR 4158.1/4258.1/4358.1: Teacher Notification of Dangerous Students  
BP/AR 5113.1: Chronic Absence and Truancy  
BP/AR 5131: Conduct BP/AR 5131.2: Bullying  
BP/AR 5132: Dress and Grooming  
BP/AR 5136: Gangs  
BP/AR 5141.4: Child Abuse Reporting Procedures  
BP/AR 5414 Discipline  
BP/AR 5145.12: Search and Seizure  
BP/AR 5145.7: Sexual Harassment  
BP/AR 5145.9 Hate Motivated Behavior  
BP/AR 6116: Classroom Interruptions  
BP/AR 6142.2: Recognition of Religious Beliefs and Customs  
BP/AR 6163.4: Student Use of Technology  
E 5144.1(a): Minimum/Maximum Penalties Chart

Technology Use Agreement

School Safety Flip Book for Teachers These flip books are printed and hanging in each classroom.

## Review & Approval Dates

|                            |  |
|----------------------------|--|
| Safety Committee Review    |  |
| Law Enforcement Review     |  |
| School Site Council Review |  |
| Board Review & Approval    |  |
| Post of School Website:    |  |