



# Comprehensive School Safety Plan SB187

## Compliance Document

**School:** Gravenstein Union School District  
**CDS Code:** 49707146051742  
**District:** Gravenstein Union Elementary School District  
**Address:** 725 Bloomfield Road  
Sebastopol, CA  
95472  
**Date of Adoption:** 2/11/2025

**Approved by:**  
GUSD Site Council on 1/22/2025  
GUSD School Board on 2/11/2025

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Gregory Appling	GUSD Board Clerk		2/11/2025
William Deeths	Site Council, Principal/Administration Representative		1/22/2025
Brian Sposato	Site Council, Director of Maintenance and Operations		1/22/2025
Dan Dexter	Site Council, Certificated Employee Representative		1/22/2025
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Sarah Tendall	Site Council, Parent Representative		1/22/2025

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# Senate Bill 187: Comprehensive School Safety Plan Purpose

The GUSD School Safety plan is the result of the work of our School Site Council, supported by input and feedback from our School Board, community partners, staff, and utilizes guidance from the California Department of Education. The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at <https://www.gusdschools.org/> or at 725 Bloomfield Road; Sebastopol, CA 95472.

# Safety Plan Vision

The GUSD School Vision and Mission Statements were updated in the 2020-2021 school year and approved at the March 2021 Board meeting. The GUSD Safety Plan is an integrated expansion of those statements.

## Vision Statement:

**By providing a rigorous and engaging education, GUSD will prepare all students academically and socially-emotionally for excellence in secondary education and beyond.**

## Mission Statements:

- 1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social-emotional growth.
- 2) The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.
- 3) The GUSD Board and leadership will work together with the community to provide outstanding staff and attractive, safe schools.
- 4) The GUSD Board and leadership will work together with the community and Administration to maintain a position of fiscal strength.

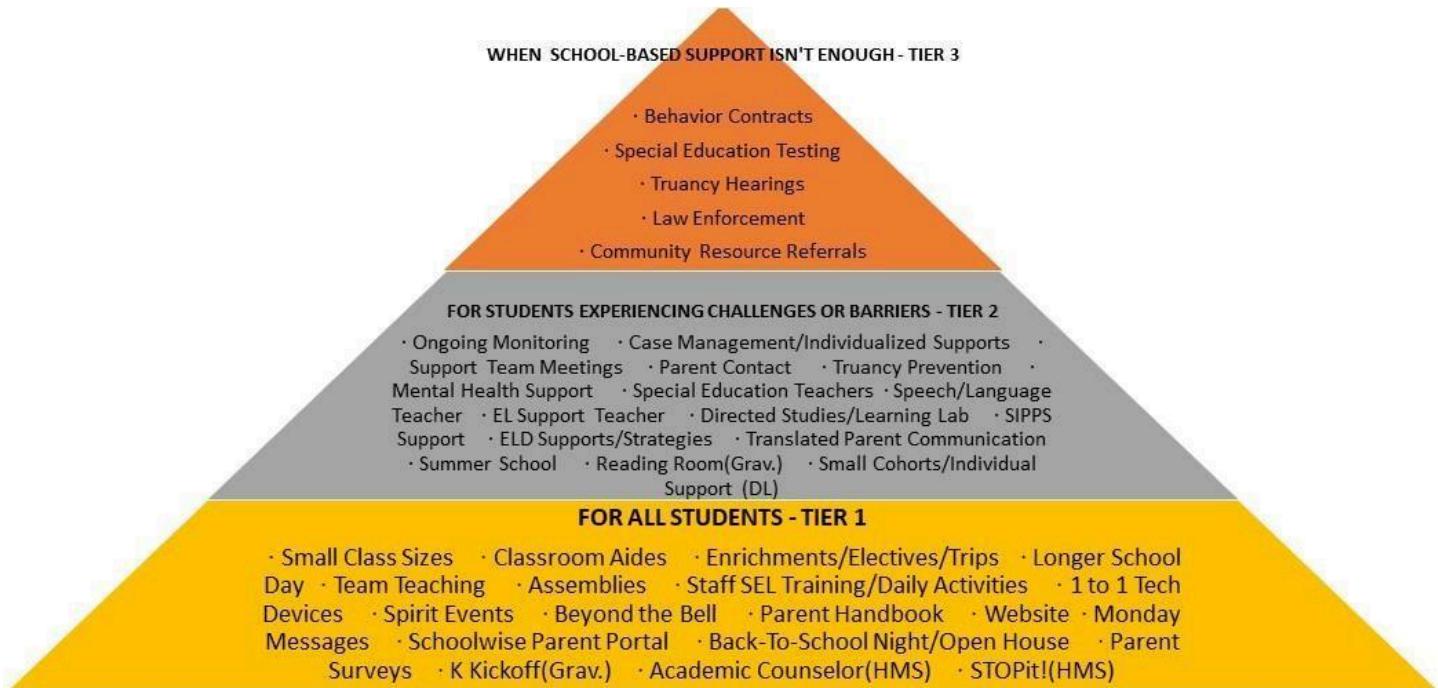
To support the pursuit of this Vision and the Mission statements, multiple goals have been established and action items are being implemented in pursuit of those goals. All classes TK-5 are self-contained. Primary classes (TK-3) have an approximate student:teacher ratio of 20:1 and in grades 4-5, we have an approximate ratio of 23:1. Instructional support assistants are utilized in Grades TK-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated to serve students who need intervention or tutoring. Students are provided service according to their need. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program, an academic counselor, a mental health counselor, and a school psychologist. TK- 5th grade students receive at least 5 enrichment sessions per week including music/chorus, art, STEM, Spanish, and physical education/movement. Hillcrest Middle School students are enrolled in at least 2 electives courses and an additional enrichment once per week. All grade levels participate in regular field trips and enrichment classes. The school district utilizes a social-emotional learning program (SoEL) entitled Second Step. Empathy, Emotion Management, Impulse Control, Problem Solving, and Anger Management are some of the topics covered. The district has created a Multi-Tiered System of Supports (MTSS) for mental health services led by our academic counselor and our mental health coordinator (an LMFT).

Much of the current data we have indicates that the GUSD base program (Tier I) is successful in providing the universal supports and prevention strategies that are needed to enable a majority of our students to be successful on a daily basis, year after year. However, depending on the data point and student group, we also know that a percentage of our students each year struggle with academic growth, consistent attendance, and behavioral choices. We have developed goals and actions specific to our highest need students, using demographic group specific data as the basis to measure, monitor, and report results. For students that are not making expected annual academic progress, and/or consistently make poor behavioral choices, and/or are chronically absent or truant, we provide targeted support and interventions designed specifically for the individual student. Our Tier II system includes a menu of interventions and supports, a team approach, the student and parents/guardians, and a case manager to ensure that interventions are implemented with fidelity and that progress is measured and monitored. In the rare instances when our Tier II plan is not successful, we work with our community partners to identify and implement needed intensive interventions (Tier 3), again tailored to the specific needs, challenges, and barriers that are identified for the individual student. We have three ongoing standards that we expect students to achieve and maintain: academically, students should be at grade level or above in all subject areas (no Ds or Fs), students should be present for at least 95% of all direct instruction activities, and should be able to consistently self-regulate and engage during instruction without the need for repeated teacher redirection, prohibition from participation, or violations of campus behavior guidelines. If a student's participation and performance should fall below district standards in one or more of these areas, Tier II targeted interventions will commence, beginning with teacher and classroom aide implemented interventions and increased parent/guardian engagement strategies. If the initial Tier II intervention attempts prove ineffective, the teacher will refer the student to administration and/or academic and mental health counseling staff. The teacher, administrator, counselors, and parent/guardian will meet to discuss present performance levels, attempted interventions, and work to identify persisting barriers to successful engagement and performance. Upon identification of the barriers, the

team will articulate and implement an intervention plan consisting of strategies and resources targeted and specific to the unique challenges facing the student and/or the student's family. If classroom level interventions are not successful, it is possible that some antecedent or barrier external to the classroom exists, and Tier 3 interventions, connected to our community partner agencies, will commence.

Special education services on each site include a Learning Lab serving all special education and Title 1 students, speech and language services, and full inclusion availability for all grades. Our district also offers a before/after school childcare and homework club, "Beyond the Bell." School bus transportation is provided to students for a fee.

#### **GUSD MTSS:**



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

### **Gravenstein Union School District Safety Committee**

Keri Pugno, Superintendent, GUSD

Brian Sposato, Head of Maintenance, Classified Staff

Matthew McDowell, Principal, Gravenstein Elementary

Will Deeths, Principal, Hillcrest Middle School

Celene Schaefer, Gravenstein Elementary Teacher

Dan Dexter, Hillcrest Middle School Teacher

Meggan Young, Beyond-the-Bell Daycare Director and Classified Staff

Sarah Tendall, Gravenstein & Hillcrest Parent

## **COVID 19**

Since the spring of 2020, as a result of the COVID-19 pandemic and the suspension of in-person instruction, GUSD added several staff training modules and implemented multiple virus-spread prevention activities in previous years. In the 2023-24 school year, we drafted and adopted the 2023-24 [GUSD COVID-19 Testing Framework](#). In the 2024-2025 school year, all employees completed required training modules that included illness prevention.

## **Air Quality**

As a result of the wildfires that have impacted Sonoma County over the last several years, the Sonoma County Office of Education (SCOE) has created an [Air Quality Resource Tab](#) that contains multiple resources and reference documents in the event that a wildfire is impacting the air quality for our schools. Additionally, each school site has its own Purple Air monitor so that we have readings that are specific to our campuses. In the event that there is a question about air quality, these resources will be consulted and information will be shared with all families and staff. Two documents from the SCOE website are included at the end of this plan.

## **Communications With Families In The Event Of An Emergency Or Threat**

Beginning on page 25 of this document, you will find a summary of our Incident Command System or ICS. This system is designed based upon training we have received from law enforcement and public safety officials, and is implemented to some degree whenever there is an incident or safety threat on either of our campuses. Thankfully, the vast majority of incidents that we encounter during the school year are very minor, and it is our typical protocol to send an informational email, phone call, or text to our families that may be impacted. However, there may be incidents in the future that rise to the level where law enforcement assumes incident command, including control of public messaging. In the event that such an incident takes place, we will release information to families pursuant to the directives of the law enforcement incident commander. In general, it will be our intent to provide timely and complete information to all families regarding any event or threat on our campuses. At the beginning of the 2024-2025 school year, the District communicated with all families information on the five different emergency responses, The Essential Five Emergency Response Actions.

## **Assessment of School Safety**

Safe and effective schools are places that are free from disruptive behavior and discipline problems that interrupt learning. Safe schools have a responsibility to provide safe, disciplined, and drug-free environments where students feel safe from intimidation, bullying, rejection, and physical harm. They allow students to concentrate on learning; teachers to focus on teaching; and parents to be confident their children are in a secure, peaceful environment.

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

GUSD has designed, and is implementing, a Multi-Tiered System of Supports to address campus safety and student supports. We have a variety of Tier I Universal Supports in place including site and community resources such as the Second Step program, Police Education Programs, Student Health Education Programs, student handbook, class meetings, assemblies, orientation and kick-off events, childhood trauma awareness training for staff, and daily classroom-based SEL activities. We select pro-social themes for each school year, and each month a different positive life skill is also celebrated (e.g. courage, imagination, empathy). GUSD has also put together a Racial Justice Committee which will assess, evaluate, and recommend improvements for the district related to equity practices and policy.

Our Tier II Targeted Interventions include the hiring of a Licensed Marriage and Family Therapist, the development of a district Mental Health Team, referral process for counseling support, and ongoing efforts to build and maintain relationships with our service-providing community partners such as CPS, law enforcement, Gravenstein Health Action Committee, SELPA, SCOE, and the Sonoma County Department of Health Services.

We have developed the following action plan for our school community:

### **Action Plan**

1. Staff will utilize bullying awareness and SEL programs sponsored by the district (Second Step).
2. Playground supervisors will be continually educated to include programs for suspected bullying activities.
3. All staff will annually review and be updated on Child Abuse policies.
4. All staff will receive training in school wide disaster response.

5. Monthly assemblies and teacher-led activities celebrating pro-social life skills via activities, and student recognition for demonstrating positive behaviors.

Next steps:

- Continue to improve, formalize, document, and implement with fidelity the MTSS system that has been developed.
- Classroom teachers will continue to develop and implement daily classroom-based SEL activities with the guidance and support of the Mental Health Team.
- The GUSD Mental Health Team and classroom teachers will continue to lead a series of grade level and classroom presentations focusing on the anti-bully and school wide Second Step curriculum.
- Hillcrest campus continues to work towards using the new Second Step materials with more fidelity in every 6-8th grade ELA classroom.

TK/Kindergarten – 2nd: Second-Step Program which includes: Empathy, Impulse Control, Anger Management, Friendship Skills

3rd – 5th: Second-Step Program which includes: Empathy, Impulse Control, Anger Management, Bully Prevention

4-5th: Puberty/Sexual Harassment Prevention/Sexual Health/Gender/Relationships

6th – 8th: Second-Step Program which includes: Empathy, Impulse Control, Anger Management, Bully Prevention, Suicide Prevention/LGBT/Gender

Parent Education Nights: "Vaping" in 2018-2019 and 2019-2020, "Screenagers" and "Positive Discipline" in 2019-2020. "Parenting Through COVID" in 2020-2021. "Positive and Adverse Childhood Experiences," Family Literature Night, "ANGST (movie)" and Literacy Carnival in 22-23. Family Literacy Night and Literacy Carnival were held in 23-24.

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

### **RECEIPT AND ACKNOWLEDGMENT OF CHILD ABUSE REPORTING REQUIREMENTS**

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment who he or she knows or reasonably suspects has been the victim of child abuse, to report the suspected abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child abuse" means a physical injury which is inflicted by other than accidental means on a child by another person. "Child abuse" also means the sexual abuse of a child or any act or omission proscribed by Penal Code section 273a (willful cruelty or unjustifiable punishment of a child) or 273d (corporal punishment or injury). "Child abuse" also means the neglect of a child or abuse in out-of-home care. Child abuse does not mean a mutual affray between minors.

"Reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training or experience, to suspect child abuse. For the purpose of the child abuse laws, the pregnancy of a minor does not, in and of itself, constitute the basis of reasonable suspicion of sexual abuse.

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the state Department of Education; a classified employee who has been trained in the duties imposed by this article, if the school district has so warranted to the state Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; licensees; administrators and employees of licensed community care or child day care facilities; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents,

group home personnel, and personnel of residential care facilities; and social workers or probation officers, or any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

"Health practitioner," includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists or any other person who is currently licensed under Division 2 (commencing with section 500) of the Business and Professions Code, marriage, family and child counselor, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to section 2913 of the Business and Professions Code, marriage, family and child counselor trainees, as defined in subdivision (c) of section 4980.03 of the Business and Professions Code, unlicensed marriage, family and child counselor interns registered under section 4980.44 of the Business and Professions code, state or county public health employees who treat a minor for venereal disease or any other condition, coroners, paramedics and religious practitioners who diagnose, examine, or treat children. (Penal Code Section 11165.2)

Failure to comply with the requirements of section 11166 is a misdemeanor, punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000) or by both.

Attached hereto is a copy of Penal Code sections 11166 and 11167, which explain the procedure for reporting child abuse and outline what must be in the report.

GUSD BP and AR 5141.4 were adopted in April of 2021; all GUSD staff are assigned an annual on-line training module through our insurance carrier and HR monitors employee completion. Additionally, pursuant to AB 506 which became law on January 1, 2022, regular volunteers ("regular volunteer" means a volunteer who is 18 years of age or older and who has direct contact with, or supervision of, children for more than 16 hours per month or 32 hours per year), most of our parent volunteers are now considered mandated reporters as well and will be required to complete the same Mandated Reporter Training that is required of all staff.

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

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

#### **Emergencies and Disaster Preparedness Plan Overview**

Whenever there is any type of disaster, the safety of the students is the first concern. All district employees are disaster service workers subject to such disaster activities as may be assigned by their supervisors or by law.

In this guide, you will find reference to specific needed items. This guide is to be used by staff members in case of an emergency. Each employee should keep this booklet in an accessible place for ready reference and be familiar with its contents. All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events that threaten to result in disaster. Remember, knowing what to do in an emergency may save your life or the life of a fellow employee or student.

This plan details the provisions for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

#### **District and site plans shall address at least the following situations:**

- a. Fire
- b. Shooter/Terrorism, Civil Unrest
- c. Bomb Threat
- d. Natural Disasters, i.e. floods, earthquakes, severe weather
- e. Man-Made Disasters, i.e. airplane crashes, chemical accidents.

#### **Handicapped Students**

Each handicapped student, unable to follow emergency procedures on his or her own, will be assigned a staff member whose responsibility it will be to assist the student in appropriately responding to the emergency.

**CONTACT INFORMATION FOR MAJOR SYSTEMS FAILURE, SUCH AS POWER FAILURE, TELECOMMUNICATION, HEATING SYSTEM, WATER OUTAGE, NATURAL GAS LEAK**

1. Contact District Office at (707) 823-7008 or campus intercom 113, 110, 115, 112, 114
2. Contact Gravenstein School Office (707) 823-5361 or campus intercom 209, 212, 210
3. Contact Hillcrest School Office (707) 823-7653 or campus intercom 310, 312, 309

**Gravenstein Union School District Vendor Contacts for Emergencies:**

**Property Damage or Employee Injury:** RESIG 707 836-0779

**Significant Employee Injury:** CAL-OSHA 707-649-3700 fax 707-649-3712

**Power Failure of Gas Leaks:** PG&E 800-743-5000 Follow menu prompts.

**Fire Department:** Gold Ridge Fire 707-823-1084

**Law Enforcement:** Sonoma County Sheriff 707-565-2121

**Fire Alarm Monitoring Gravenstein** (Fire Alarm drills or actual Alarms):

Advanced Security 800-580-0881 (central dispatch # station for false alarms asap.

**Fire Alarm Monitoring for Hillcrest** (Fire Alarm drills or actual Alarms): Slembruck-Many Corporation 800-458-4519

**Fire Dispatch:**

Redcom (for Fire) 707-528-5151

707-568-5933 is business line to be used to inform of planned drills

**Intrusion Alarms** (both sites):

All-Guard Alarm Systems 800-255-4273

State address and school site and room #s, because there are multiple accounts for each school site.

**Phone Service Problems Outages or Static issues:**

AT&T 800-246-8464 (follow prompts)

**Buses:**

West Sonoma County

Transportation 707-206-9988

Emergency nights/weekends 707-953-3019

**Water System** (No water or other serious problem with system):

Weeks Drilling and Pump 707-879-4049 (24hr number)

**Animal Control:**

Sonoma County Animal Control for possible animals that may pose a threat  
707-565-7100. If not available, call Sonoma County Sheriff 707-565-2511.

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## Gravenstein Union School District - Vendors Contacts List

Below is a list for vendors we use to report issues for repair, corrections, or other issues.

### **Intrusion/Security Alarm Systems:**

All-Guard Alarm Systems 800-255-4273

State address and school site and room #s, because there are multiple accounts for each school site.

### **Fire Alarm troubles or actual alarms GRAVENSTEIN (alarm panel located in Admin/Office building):**

Gravenstein site: Advanced Security Systems 800-580-0881 Central Dispatch # Station for false alarms asap. Account #9913

Service or trouble: Advanced Security 707-544-9200 Mention Account #9913

\*Note: often the trouble with fire alarm systems is a phone line issue with AT&T. If they say UDACT trouble, then usually there is a problem with an outside line with AT&T. Call AT&T (see them down below) to schedule service. Fire alarm line dial #s:

1) 707-824-1971

2) 707-823-3492

### **Fire Alarm troubles or actual alarms HILLCREST:**

Hillcrest Site Slembruck-Many Corporation 800-458-4519 central station to false alarms asap. Account #65-1050

Service or trouble: Slembruck-Many Corporation 707-778-0170 Account #65-1050

\*Note: often the trouble with fire alarm systems is a phone line issue with AT&T. If they say UDACT trouble, then usually there is a problem with an outside line with AT&T. Call AT&T (see them down below) to schedule service. Fire alarm line #s are

1) 707-823-7031

2) 707-823-7033

### **No Power at Site or Gas Leaks:**

PG&E follow menu prompts 800-743-5000

### **Electrical:**

Blakeslee Electric: Electrical issues

14 W 3rd St, Santa Rosa, CA 95401

(707) 545-6393

### **Mechanical HVAC Systems (For broken heaters or gas line issues):**

Roberts Mechanical and Electrical

4649 Dowdell Ave, Santa Rosa, CA 95407

(707) 584-5880

### **Roofing:**

1)Henris Roofing (Major Leaks)

741 Petaluma Blvd S, Petaluma, CA 94952

(707) 763-1535

2) Cornerstone Roofing 707-546-3547

### **Plumbing Issues Major backups or broken pipes:**

1) Mr. Rooter Plumbing of Sonoma County (707) 327-2001

2) Roto Rooter 707-578-5885

3) Simeone Plumbing 707-414-3995

### **Phones (Outside Lines General static or non-working):**

AT&T 800-247-2020 and follow voice prompts, to create trouble report.

-When a technician is on site they want to know where the MPOE (Main Point of Entry) is located. At Gravenstein it is on the outside of classroom 5 in the Gray Box.

-At Hillcrest it is inside the A building custodial closet.

**Phone system Inside wiring or bells not working:**

AT&T 800-247-2020

Tel-Con Communications 707 578-3413

**Locks/Keying issues:**

Redwood Lock 707-585-9505

Bill's Lock and Safe Santa Rosa 707-544-7355

Hardware Tech Inc. 707-545-1543

**Food Service Vendors**

- Andy's Produce  
707-823-8661
- Feed Sonoma  
dylan@feedsonoma.com
- Zavala Farms (meat/beef)  
707-849-3689
- Buchanans  
707-584-4643
- GoldStar  
online.goldstarfoods.com
- Clover Dairy  
707-235-9468

**NO WATER OR PROBLEMS WITH WATER SYSTEM:**

Weeks Drilling and Pump 707-879-4049 (24hr number)

**Sonoma County Animal Control** (For possible animals that may pose a threat):

707-565-7100 if not available, call Sonoma County Sheriff 707-565-2511

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

In the event of a significant emergency, officials from our partner agencies such as law enforcement, or emergency responders, may assume incident command including the utilization of district facilities. Community partners such as the Red Cross may also use district facilities as emergency shelters.

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

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

\*\*\*Note: The following optional paragraph excludes suspended or expelled students' participation in extracurricular activities.\*\*\*

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. (cf. 6145 - Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student.

Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing

danger to self or others. The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

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

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

**(EC 212.6 [b]) (EC 32282(a)[2](E); EC 234.4)** The Gravenstein Union School District is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. All school staff are trained in Sexual Harassment procedures using an online training module. In addition, site administrators have been trained in Title IX code. Referenced:

GUSD Board Policies/Administrative Regulations updated in August 2024: 5145.7, 4119.1/4219.1/4319.1

GUSD Board Policy: 5145.9, for offenses involving hate-crime characteristics

Title IX :implementation for Site and District Administration Complaint and Investigation Procedures

Student and Parent Handbook

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

**Dress Code:** The purpose of student dress and appearance regulations is to encourage students to dress appropriately and attend school properly prepared for participation in the educational process. Guidelines also serve to prevent disruption of the classroom atmosphere, to eliminate disturbances and distractions among students and to protect the safety, health and welfare of the individual student. Appropriate dress and personal appearance at school and school-related activities shall not include any clothing, attire or accessory that by its manner of appearance, arrangement, trademark, fit, or any other attribute, is: unsafe, disruptive, unhealthful, obscene, profane, ethnically, racially or sexually degrading, libelous or slanderous, exposing undergarments, provocative or revealing, advocating unlawful behavior or illegal substances, or suggesting or promoting any affiliation with any street gang or other group that commits unlawful acts. Current examples of inappropriate dress include but are not limited to the following:

**Unsafe:**

Inappropriate shoes (for Physical Education or playground) or no shoes

Oversized pants/shorts (must fit at waist without a belt)

**Unhealthful, Unsafe and Advocating Unlawful Behavior or Illegal Substances:**

Clothing or personal articles displaying references such as tobacco, alcoholic beverages, marijuana, etc.

Any clothing or articles considered gang-related (with guidance from law enforcement) such as bandanas, hairnets, chain accessories, slippers, etc.

**Disruptive, Provocative or Revealing:**

Clothing considered undergarments

Clothing exposing undergarments

Clothing exposing midriff, upper torso, etc., halter tops (exposing front or back) and swimwear

Shorts or skirts that are too short (administrative determination)

In accordance with this policy, administration will make the determination of the appropriateness of the clothing/article at school. The administration may ask that an item be removed, request that more appropriate clothing be brought from home, schedule a student-parent conference or take any necessary disciplinary action.

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

1. All visitors entering the school campus are to sign in at the school office. Parents or visitors are NEVER to go directly to a classroom during normal business hours.
2. All students are to exit and enter vehicles at the designated areas.
  - An adult who is holding the student's hand or guiding the student in close proximity MUST accompany each student walking through the parking lot.
3. All students are to play in designated playground areas under adult supervision
  - Students are not to leave playground areas unless they have permission.
4. Students are not to leave the school campus during the instructional school day unless they are being picked up by a parent/guardian or a person whose name appears on the student's emergency card on file in the school office. Acceptance of a facsimile with the parent's signature, email, or phone call authorizing a pick up may be approved by the school administration only in emergency situations.
5. Parents or guardian must sign in students coming to school late, and all students leaving before dismissal must be signed out through the office by a parent/guardian or someone on the emergency card (refer to #4).
6. Students who normally ride the bus must follow the same procedures as in #4 in order to have permission to be picked up by someone other than a parent/guardian.
7. Students arriving/leaving by bicycle or walking must have a signed permission slip from the parent/guardian on file with the school office.
8. Students arriving/leaving by bicycle must wear a helmet, as required by law.
9. Any students who attend after school care must have their parent or guardian notify the school secretary and teacher when there is a change in the scheduled attendance. (See Beyond the Bell contract)
10. Teachers and staff will help monitor traffic flow and pickup areas after school to ensure that students are leaving school in a safe manner and to ensure all students are picked up. Students who have not been picked up, (missed the bus, missed communication with parent, vehicle breakdown etc.) will go to the school office so either the student or the school secretary can contact the parent/guardian.
11. All field trips require permission slips giving the students permission to leave the campus. Parents who volunteer to drive on field trips must submit a verification of insurance form and have it signed by the superintendent or principal to be approved. Parents/guardians also have the option to sign a waiver to drive their own student only on fieldtrips. Parents or guardians who sign this waiver may not transport any student but their own.

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

### Component:

"Go Bags" for student safety - disaster/accident preparedness for classroom, field trips, & safety drills. All classrooms now have an emergency backpack that contains necessary student information and emergency supplies.

### Element:

Disaster procedures, routine and emergency

### Annual Review:

Teachers need an emergency "go bag" stocked with first aid supplies, water, class lists, students' emergency contacts, etc. to keep in the classroom for small injuries; take on field trips; and take out on emergency drills, or in case of an actual emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Emergency "Go Bags" in each classroom	Each site Principal will add an agenda item to a work day meeting prior to the start of the school year to inventory and update Go Bags as needed	general funds	Site Principal	Distribution began in 2017; annual survey to restock used items; replaced batteries, glow sticks, and pen in 2024.

### Component:

Window coverings for a safe and healthy learning environment. This goal was accomplished for all gen ed classrooms in the 2018-2019 school year.

### Element:

Safe school environment

Objectives	Action Steps	Resources	Lead Person	Evaluation
Install window coverings that can be closed quickly and provide insulation to classroom and office windows on both school campuses.	Research available products, gather staff input, obtain bids, present to GUSD Board, purchase, schedule installation	Fund 40, Fund 14	Brian Sposato and Administrative Staff	All installed within 2018-2019 school year

### Component:

Establish and practice shooter on campus evacuation and lock down in place disaster protocols

### Element:

Disaster procedures, routine and emergency

### Opportunity for Improvement:

We want to ensure that all students and staff are practiced and confident in what to do if a lock down in place becomes necessary.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Establish and practice all drill responses for the Essential Five.	Administrative staff works with Site Council to establish a plan for a Table Top Emergency Response Drill	District Site Council RESIG Administrative Team	Administrative staff	Staff feedback
	Share established protocols with staff and fine tune, as needed based on staff feedback	RESIG Administrative Team	Administrative staff	Staff feedback
Establish and practice each of The Essential Five Emergency Response Actions	Communicate with parents The Essential Five and our plans for drills prior to working with students	Administrative Team Teachers/Classified Staff	Administrative staff	Parent feedback
	Share protocols with students prior to practicing a drill	Administrative Team Teachers/Classified Staff	Administrative staff	Student feedback

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

### **Gravenstein Union School District Student Conduct Code**

At the beginning of each school year, the principal of each School shall ensure that all students and parents are notified in writing of all Standards of Behavior and related disciplinary procedures. The School/Family Compact shall be sent home to families at the beginning of each school year and upon any student's initial enrollment. Beginning with the 2014-15 school year, the School/Family Compact shall include the link to the District's website where all policies and regulations concerning student discipline are posted. Upon request, a copy of AR 5144.1, AR 5144.1 – Charters, and any other student discipline policy or regulations shall be provided to any parent.

### **Conduct Code Procedures**

#### Rules and Discipline Procedures:

1. Be Safe...and on time and prepared for each class.
2. Be Respectful... of others, their property, and the property of the school.
3. Be Responsible...by obeying all rules and laws.

Most discipline consequences involve restrictions or loss of privileges or free time. Other discipline may include, but is not limited to, warnings, counseling with teachers, principal, or the superintendent, phone calls to parents, after school detention, administrative (lunch) detention, in school suspension, at home temporary removal, or recommendation for removal or expulsion.

Administration-assigned lunch detentions count against your eligibility to participate in dances and certain grade level field trips or activities. Written notice will be sent home if he/she has received lunch detention. A parent must sign the note so the school office has verification that the parent has received the notification of the lunch detention. When a student receives his or her third lunch detention, he/she is no longer eligible for the next dance (at Hillcrest) or other school reward activity.

**Teacher Temporary Removal:** A student may be temporarily removed from a class by his/her teacher for the rest of a period and from that class the next day for inappropriate behavior. The teacher will be contacting the parent if this occurs and a conference will be scheduled. The student may be assigned administrative detention time (lunch detention) in addition to the period he/she sat out.

**Grounds for Temporary Removal or Removal (or Suspension or Expulsion) from School:**

The following is part of Board Policy/Administrative Regulation (BP/AR) 5144.1c. Please go to the district website [www.grav.k12.ca.us](http://www.grav.k12.ca.us) under Publications/Policies for the full BP/AR 5144.1c and BP/AR 5144.1.

**STANDARDS OF BEHAVIOR - GROUNDS FOR TEMPORARY REMOVAL AND REMOVAL**

Any student, including a student with disabilities, shall be subject to temporary removal and removal for violation of the Standards of Behavior below; however, paragraphs 20, 21, and 22 shall apply only to a student in any of grades 4 to 12.

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code sections 11053- 11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code section 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property  
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
19. Engaged in “bullying” which means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in paragraphs 20, 21, or 22, below, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
  - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. “Electronic act” means the creation and transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - (a) A message, text, sound, or image.
    - (b) A post on a social network Internet Web site including, but not limited to:
      - (i) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above
      - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (iii) Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - (c) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
20. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,  
Hate violence means any act punishable under Penal Code section 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's statutory rights or state or federal constitutional rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating

Substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

23. Any ground for suspension or expulsion as specified in the California Education Code as from time-to-time amended.
24. Excessive tardiness or absenteeism which is not the result of student's illness or injury or other excusable reason as determined by the Principal or designee. Excessive tardiness means 15 or more late arrivals, of 30 minutes or more, to school or class per trimester. Excessive absenteeism means 15 or more absences from school or class per trimester. After a student has been tardy 10 times, in excess of 30 minutes or more, or had 10 unexcused absences during a trimester, an attempt will be made to have a parent- teacher-administrator conference.
25. Any chronic violation or a serious violation of the Standards of Behavior or rules specified in the GUSD School/Family Compact or GUSD Student Handbook.

#### **SCHOOL OR SCHOOL ACTIVITIES**

A student may be temporarily removed or removed for any violation of the Standards of Behavior if the violation is related to school activity or school attendance occurring within any school in the District or within any other school district, at any time, including, but not limited to, the following:

1. While on school grounds,
2. While going to or coming from school,
3. During the lunch period, whether on or off the school campus, and
4. During, going to, or coming from a school-sponsored activity.

#### **Sexual Harassment:**

Sexual Harassment policies are on the district website at [www.gusdschools.org](http://www.gusdschools.org). The student Sexual Harassment policy is BP/AR 5145.7. This policy applies to students in grades 4-12.

## **(J) Procedures to Prepare for Tactical Response**

### **J. TACTICAL RESPONSES (SEE EOP, ANNEX B)(EC 32282(a)[2](J))**

The Gravenstein Union School District, in consultation with Sonoma County Office of Education and law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury.

Attach or Reference:

District Board Policies and Administrative Regulations: 3516

Lockdown/Barricade is the Essential Five response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus. Staff members are trained to implement Run, Hide, Fight procedures, which involves making decisions based on the current situation and information:

NOTE: In the event that a safety situation happens after school hours which requires sheltering in place, securing the campus and/or lockdown the following designated areas are to be used:

Staff and students in Beyond-the-Bell will shelter in Room 23 at Gravenstein, Room 18 at Hillcrest, the Gym/MPR, or the nearest classroom.

Coaches and students in after school sports will shelter in the Gym or School Office, whichever is closest.

#### **1. RUN**

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind

- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

## 2. FIGHT

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

## 3. HIDE

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Follow Lockdown Procedure
- Notify District Office, when able
- Notify staff and students via an announcement over the PA
- Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Lockdown offices
- Designate an individual to call 911 and stay on the phone with the operator
- Sit tight! When law enforcement arrives on campus they will give you instructions

Lockdown/Barricade Preparations:

In classrooms and offices:

- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows.
- DO NOT open the door for anyone or peek out windows until "All Clear" signal is given
- Move all students and staff away from windows and stay low, below the window line
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
- Remain in classrooms and offices until the "All Clear" signal is given or you are escorted out by first responders

In the MPR or gymnasium:

- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows
- Move all students and staff away from windows and stay low, below the window line
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
- Remain in place until the "All Clear" signal is given or you are escorted out by first responders

Outdoors:

- Immediately move inside the nearest building
- Follow procedures above
- Remain in place until the "All Clear" signal is given or you are escorted out by first responders

Additional Lockdown Procedures:

Short term lockdown (less than 8 hours)- open emergency supply box/kit if needed

Long term lockdown (more than 8 hours)- open emergency supply box/kit and set-up latrine system

After "All Clear" signal is given:

Activate Parent Alert System (phone tree, if one is in place or other method)

Retake roll to determine if any students remain unaccounted

Initiate Crisis Intervention Team for grief support and trauma recovery if necessary

Note: "Lockdown," like "Drop, Cover, and Hold On" can be initiated by a teacher or employee in response to violent behavior, shots

fired, or any other activity that threatens the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

How to assist those with disabilities during a lockdown:

Visually impaired: Announce the type of emergency, Offer your arm for guidance if they need to be moved to safety

Hearing impaired: Turn lights on/off to gain person's attention, Indicate directions with gestures or write a note with directions

Individuals with crutches, canes or walkers: Assist to safety, if necessary

Individuals in wheelchairs: If necessary, move wheelchair to appropriate place

## **Hate Crime Reporting Procedures and Policies**

### **Procedures for Preventing Acts of Bullying and Cyber-Bullying (EC 234.4)**

Gravenstein Union District recognizes the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Hillcrest Middle School has developed strategies to support a safe and orderly environment free from bullying and intimidation. No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self- defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose. See BP 5131 - Conduct.

2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b)) (cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053- 11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c)) (cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h)) 9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k)) \*\*See note below.
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing as defined in Education Code 48900(q). (Education Code 48900(q))
 

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)
 

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:
19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2) (cf. 5145.7 - Sexual Harassment)
 

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3) (cf. 5145.9 - Hate-Motivated Behavior)
20. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
 

(cf. 5145.3 - Nondiscrimination/Harassment)

\*\* This paragraph was added to the GUSD Safety Plan to help staff and parents understand the updated laws and operation dates for the restrictions on suspensions or expulsions for 48900 K.

- (1) 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.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
- (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

(cf. 5138 - Conflict Resolution/Peer Mediation)

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses) (cf. 5113.1 - Truancy)

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

The District Safety Plan is reviewed annually by the members of the District Site Council team.

The safety plan is discussed and recommendations for improvement are provided by team members in consultation with the stakeholder groups they represent.

The District Site Council makes recommended changes to the Safety Plan as needed.

In the 2023-2024 school year, GUSD worked with Michael Johnson from W.I.N. (What's Important Now) Solutions and Training to perform a Site Safety Assessment for both campuses and to review the proposed plan and receive additional feedback. (2023/24).

Site Council begins to review the Safety plan in the fall of each school year, with edits, revisions, and updates being completed through January of each school year. An updated safety plan is presented to the GUSD Board for approval in February, and have an updated final draft posted by March.

## Safety Plan Appendices:

### Emergency Contact Numbers

Type	Vendor	Phone Number	Comments
School District	District Office	707-823-7008	office hours 8:00am-5:00pm
School Campus	Gravenstein Elementary	707-823-5361	office hours 8:00am-4:00pm
School Campus	Hillcrest Middle School	707-823-7653	office hours 8:00am-4:00pm
Emergency Services	Poison Control Center	800- 523-2222	
Law Enforcement/Fire/Paramedic	Gold Ridge	707-823-1084	
Law Enforcement/Fire/Paramedic	Sonoma County Fire	707-576-1371	
Law Enforcement/Fire/Paramedic	Sonoma County Sheriff	707-565-2121	
Law Enforcement/Fire/Paramedic	REDCOM- Sonoma County Emergency Dispatch	707-528-5151	
Other	All Guard Alarm	800-255-4273	
Emergency Services	Child Protective and Child Welfare Services	707-565-4304	

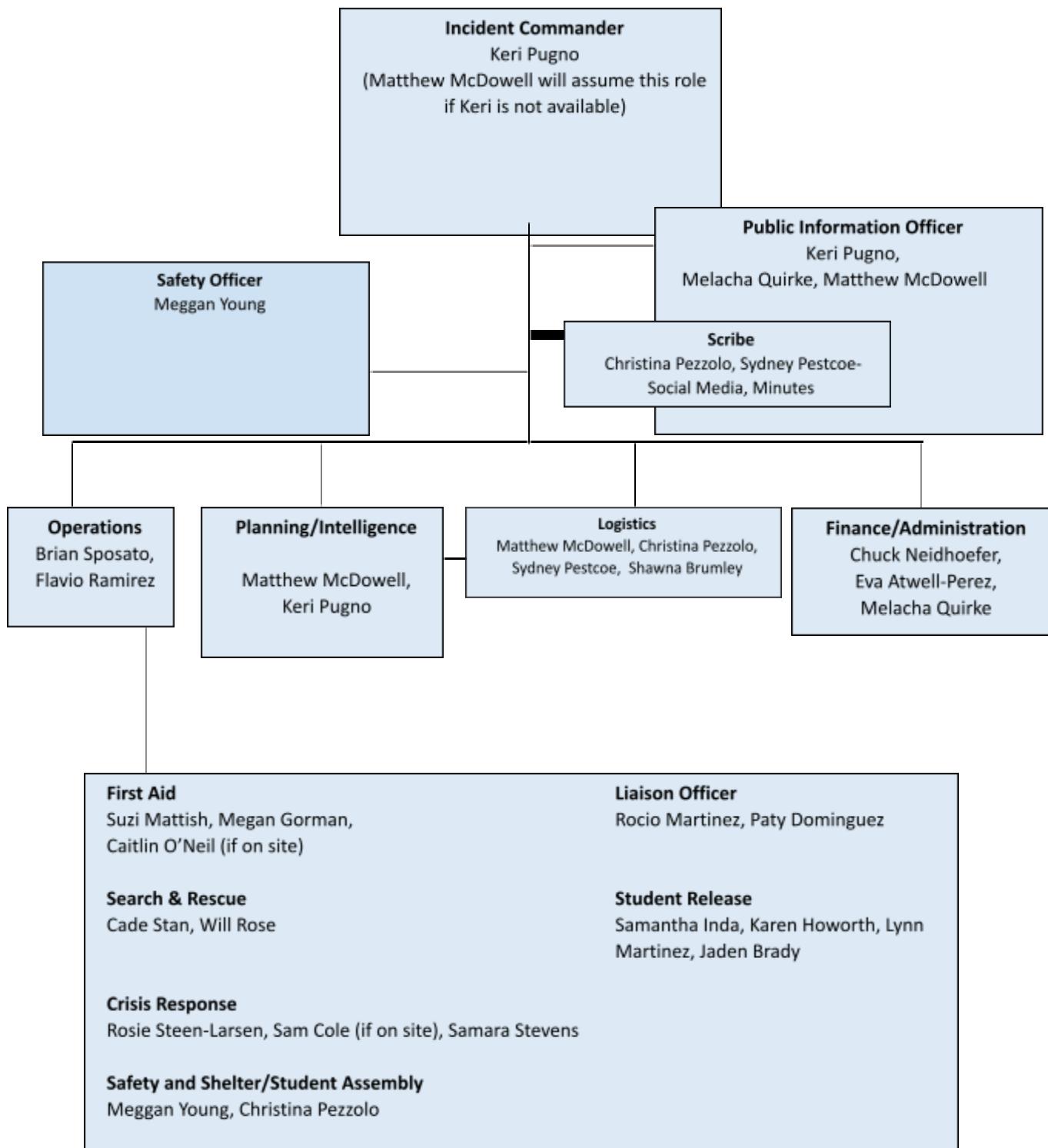
## Appendix B

### Safety Plan Review, Evaluation and Amendment Procedures

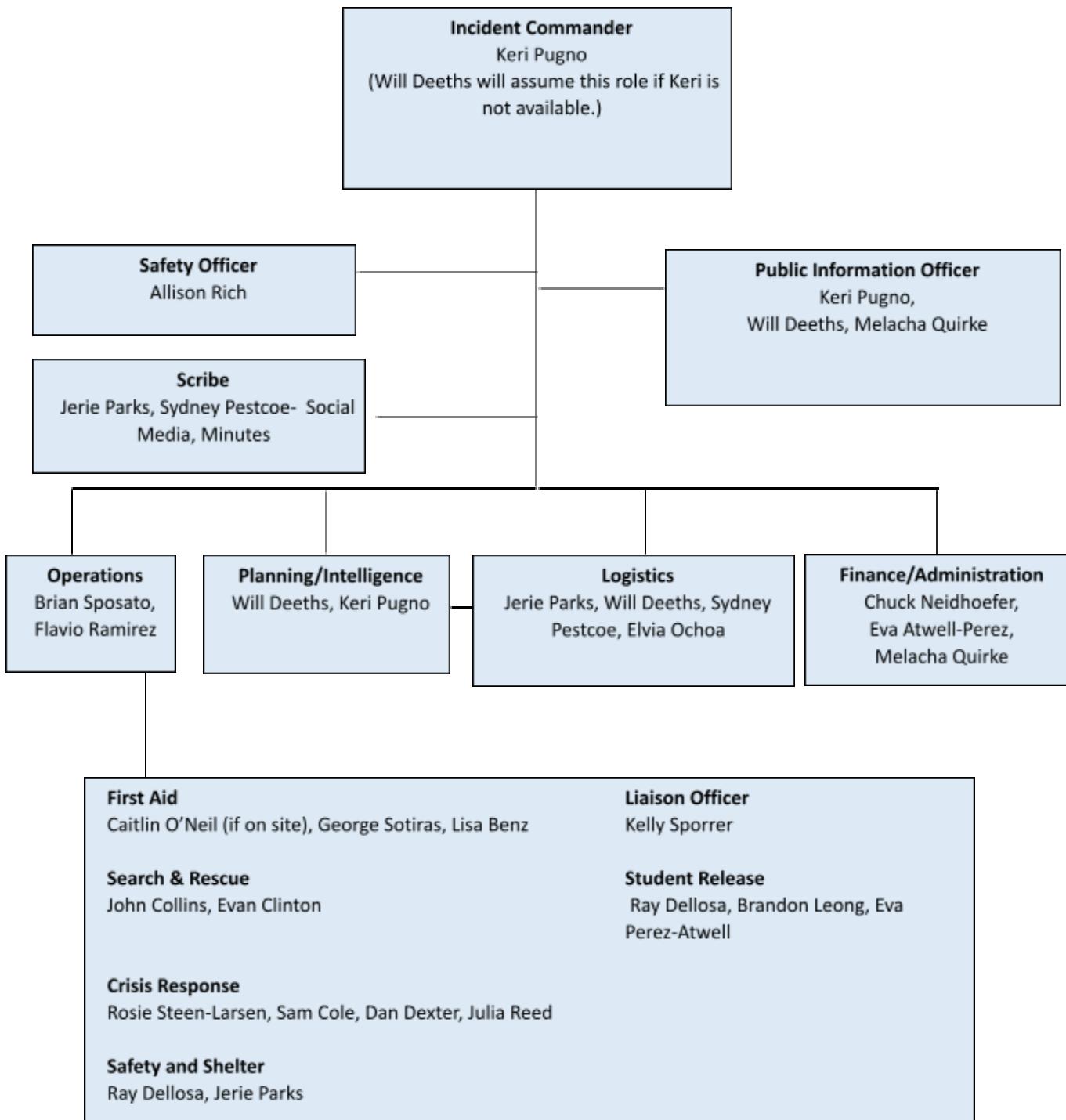
<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc.)	<b>Date and Time</b>	<b>Location</b>
District Site Council meetings to discuss opportunities to improve safety on the District's campuses.	8/28/24 9/28/24 10/23/24 1/22/25	GUSD District Office 725 Bloomfield Road, Sebastopol, CA 95472
District Site Council met and reviewed the most recent written Safety Plan. Each team member received a copy of the plan to edit and propose changes. Meeting held on 1/22/25 to review edits.	10/23/24 1/22/25	GUSD District Office 725 Bloomfield Road, Sebastopol, CA 95472
The final draft is submitted to the GUSD Board for approval in February 2025.	2/12/2025	GUSD Board meeting in Room 18 at 725 Bloomfield Road, Sebastopol, CA 95472

## Appendix C

### Gravenstein Elementary School Incident Command System



# Hillcrest Middle School Incident Command System



## Incident Command Team Responsibilities

### Standardized Emergency Response Management System Overview

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

#### Management

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

#### Planning & Intelligence

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

#### Operations

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

- **Safety Officer**  
The Safety Officer monitors incident operations and advises the Incident Commander (IC) or Unified Command on all matters relating to operational safety, including the health and safety of incident personnel.
- **Scribe**  
A Scribe documents the timeline of an incident as it progresses, and makes sure all important decisions and data are captured for later review. The Scribe should focus on the incident file, as well as follow-up items for later action.
- **Public Information Officer (PIO)**  
The PIO is responsible for communicating information to the public, media, other agencies, and stakeholders to provide incident-related information and updates based on changes in incident status.
- **First Aid**  
Provide triage, health care, identification of student health plan issues, advice and recommendations to the Incident Commander in the context of incidents involving medical and mental health services, acute care.
- **Search and Rescue**  
Responsible for locating, accessing, stabilizing, and transporting victims in/from locations that are missing or known to be trapped or injured.
- **Liaison Officer**  
The Liaison Officer is a conduit of information and assistance between incident personnel and organizations that are assisting or cooperating with the response.
- **Student Release**  
Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.

#### Logistics

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

## **Finance & Administration**

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

# **Emergency Response Guidelines**

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

The first step is to Gather the Facts, Survey the situation or dispatch personnel to survey, and Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary.

### **THE ESSENTIAL FIVE EMERGENCY RESPONSE ACTIONS**

#### **1. SHELTER IN PLACE**

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents, and shut down air conditioning/ heating units.

#### **2. DROP, COVER, AND HOLD ON**

Implement during an earthquake or explosion to protect building occupants from flying and falling debris.

#### **3. SECURE THE CAMPUS**

Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked, and all students and staff remain inside until otherwise directed. Instruction continues as planned.

#### **4. LOCKDOWN / BARRICADE**

Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.

#### **5. EVACUATION**

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

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

The Incident Commander (IC) shall determine the level of response required

- **Readiness - Minimal Standby Activation**  
Readiness is typically a “monitoring” phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.
- **Local Emergency - Partial Activation of the ICP**  
Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site’s ICP or by the District’s Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.
- **Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC**  
Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster. Shelter in Place,Drop,Cover, and hold on, Secure the campus,Lockdown and barricade, evacuation.

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

The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.

Request assistance from the District as needed by contacting the District EOC.

Re-evaluate level of response as the incident progresses. Notify staff, activate ICS teams

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

Manage the flow of information

Determine what information will be shared with the school community

Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, and parents.

#### **Students With Disabilities**

During any emergency situation, classroom teachers and instructional assistants will implement any needed accommodation for any student in their class according to the student's disability and needs. Special Education Teachers and Instructional Assistants shall serve as support in situations where the student is not under the direct supervision of their classroom teacher.

# Types of Emergencies & Specific Procedures

## Aircraft Crash

Aircraft can fall on schools near airports or in flight paths. Depending on location of crash, it may be necessary to evacuate or reverse evacuate.

Action:

- 1) If an aircraft falls on a portion of the school, the following actions will be taken:
  - a) Staff will evacuate students from buildings as per fire drill to safe areas.
  - b) All students and staff will be kept at a safe distance, upwind, allowing for a possible explosion.
  - c) The school office will immediately notify:
    - i. Fire Department 911
    - ii. Law Enforcement Agency 911
    - iii. District office
- 2) If an aircraft falls near the school, the following actions will be taken:
  - a) All students and staff will be kept at a safe distance, upwind, allowing for a possible explosion.
  - b) The school office will immediately notify:
    - i. Fire Department 911
    - ii. Law Enforcement Agency 911
    - iii. District office

## Animal Disturbance

This procedure should be implemented when the presence of a dog, mountain lion, or any other wild animal threatens the safety of students and staff.

Procedure

1. The school administrator will initiate appropriate Immediate Response Actions, which may include evacuation or lockdown.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the school administrator will call "911", Animal Control and/or the Department of Fish and Game and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the school nurse, the parent, and medical services will be notified.
5. The school administrator will only initiate an off-site evacuation if warranted by changes in conditions at the school.

## Armed Assault on Campus

The Gravenstein Union School District, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury.

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

Inside:

- 1) Immediately lock doors and windows if safe to do so.
- 2) Close blinds or curtains
- 3) Keep students and staff low and away from windows. Do not get up and walk around room.
- 4) Maintain silence
- 5) Do not allow anyone into or out of the room until "All clear" is signaled.

6) Call 911 as soon as it is safe to do so.

Outside:

- 1) If shots are fired immediately "Drop and Cover"
- 2) If it is safe to do so, move to the closest building.
- 3) If necessary, students have permission to evacuate campus or hide to achieve safety. Then meet at designated location off-campus when safe to do so.

(Off site evacuation location near Hillcrest - Hardcore Coffee at Bloomfield Rd and Hwy 116)

(Off site evacuation location near Gravenstein - Yarn Shop/Repair Shop at Lone Pine and Hwy 116)

Police Action near the School:

- 1) Wait for instructions from the district office before taking action
- 2) Law enforcement will be in contact with the school
- 3) If "lock-down" is ordered—follow procedures above

### **Biological or Chemical Release**

HAZARDOUS MATERIAL or CHEMICAL SPILL

Action: Evacuation or Reverse Evacuation or Shelter in Place

The action will depend upon the circumstances of the incident. If the incident is on school grounds or directly adjacent to the school, follow either the EVACUATION or REVERSE EVACUATION (returning to the classroom) procedure.

If the incident is in the surrounding neighborhood of the school and the campus is not in immediate danger, it may be better to use Shelter in Place.

Remember to wait for instructions from the main office. However, if you believe that students are in danger, use your judgment and act immediately --- do not wait for permission.

### **Chemical Accident outside Area**

- 1) Call Gravenstein school office 707-823-5361, Hillcrest school office 707-823-7653 district office 707-823-7008, Gold Ridge Fire department 707-823-1084, or 911.
- 2) Determine whether the students should leave the site.
- 3) Turn off heating and air-conditioning, if any.
- 4) If it is necessary to leave the site, move crosswind, NEVER directly with or against the wind which may carry fumes.
- 5) Give first aid.
- 6) Take a roll book or current roster and the emergency backpack. Lock the classroom door to prevent re-entry.

### **Chemical Spill Inside Area**

This Includes spills from Science Labs, Custodial Areas, Maintenance Areas, Office Areas etc.

- 1) Notify the office immediately.

Call district office 707-823-7008 or ext. 213 If not available contact school office.

- 2) If possible, block or rope off area—DO NOT TOUCH ANYTHING.

- 3) Evacuate the room if necessary. Turn off the air conditioning or heating system if applicable.

- 4) Use rubber gloves, retain the spilled container (don't throw away).

## **Bomb Threat/ Threat Of Violence**

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.

Telephone- In the event that the school receives a bomb threat by telephone:

- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as: "I'm sorry, I didn't understand you. What did you say?"
- Calmly ask the following questions:
  - When is it set to explode?
  - Where is it located?
  - What does it look like?
  - When was the bomb planted?
  - Who placed it?
  - What is your address?
  - What is your name?
- Alert someone else to call 9-1-1. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description.
- Notify the site administrator immediately after completing the call.
- The person receiving the bomb threat completes the "bomb threat checklist" in purple binder

Mail- In the event that the school receives a bomb threat by mail:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of the item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify the principal or site administrator.

Suspicious package- In the event that a suspicious package is found on campus:

- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

## **Principal/Site Administrator Actions**

1. Call 9-1-1.
2. Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Use of these devices may trigger explosive devices.
3. Determine whether to evacuate the threatened building and adjoining buildings. Modify evacuation routes as necessary to bypass the location of the bomb, if known. Keep in mind that evacuation may not be the best response.
4. Use the intercom, runners, or the PA system to evacuate threatened rooms.
5. Direct a staff to look for suspicious packages, boxes or foreign objects. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Notify the superintendent of the situation.
8. Direct a search team to look for suspicious packages, boxes or foreign objects in work areas, public areas, unlocked closets, exterior areas, and power sources. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
9. Do not return to the school building until it has been inspected and determined safe by emergency response officials.
10. Avoid publicizing the threat any more than necessary.

## **Bus Disaster during Home-to-School Transportation**

Bus transportation is provided by West County Transportation Agency, and they have their own procedures for a disaster occurring on a school bus. When a serious incident on a school bus occurs, resulting in injury or delay in service, the WCTA has a communication system in place to notify parents of students impacted by the incident. West County Transportation Agency - 707-206-9988

## **Bus Disaster during Field Trip**

These procedures are for use by bus drivers and school administrators in the event of an emergency that occurs while students are on a field trip. In all circumstances drivers should report to their supervisor and the school site via 2-way radio or cell phone if necessary.

Teachers submit updated rosters to the office upon departure of the school.

Procedure - The driver is to take the following steps:

1. Pull to a safe point on the side of road, away from buildings, poles, wires, and bridges.
2. Set brakes and turn off the ignition.
3. Contact dispatch via 2-way radio or cell phone with pertinent information as soon as it is safe to do so, or when directed by public safety personnel.
4. Contact the school office to make Administrator and Office aware of the situation.
5. Teachers and the driver should remain calm and reassure the passengers.
6. Assess injuries to passengers /self. Provide first aid as appropriate.
7. Using route manifests account for all students and staff.
8. When necessary, evacuate the bus per evacuation procedures if there is smoke or fire.
9. If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
10. The school office will handle communications with the parents of all affected students.

## **Disorderly Conduct**

Teacher Temporary Removal: A student may be temporarily removed from a class by his/her teacher for the rest of a period and from that class the next day for inappropriate behavior. The teacher will be contacting the parent if this occurs and a conference will be scheduled. The student may be assigned administrative detention time (lunch detention) in addition to the period he/she sat out.

Grounds for Temporary Removal or Removal (or Suspension or Expulsion) from School:

The following is part of Board Policy/Administrative Regulation (BP/AR) 5144.1c. Please go the district website [www.grav.k12.ca.us](http://www.grav.k12.ca.us) under Publications/Policies for the full BP/AR 5144.1c and BP/AR 5144.1.

### **STANDARDS OF BEHAVIOR - GROUNDS FOR TEMPORARY REMOVAL OR REMOVAL**

Any student, including a student with disabilities, shall be subject to temporary removal and removal for violation of the Standards of Behavior below; however, paragraphs 20, 21, and 22 shall apply only to a student in any of grades 4 to 12.

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code section 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property,

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

19. Engaged in "bullying" which means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in paragraphs 20, 21, or 22, below, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" means the creation and transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (A) A message, text, sound, or image.
- (B) A post on a social network Internet Web site including, but not limited to:
  - (1) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.
  - (2) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (3) Creating a false profile for the purpose of having one or more of the effects listed above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. (C) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

20. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,

Hate violence means any act punishable under Penal Code section 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's statutory rights or state or federal constitutional rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment,
23. Any ground for suspension or expulsion as specified in the California Education Code as from time-to-time amended.
24. Excessive tardiness or absenteeism which is not the result of student's illness or injury or other excusable reason as determined by the Principal or designee. Excessive tardiness means 15 or more late arrivals, of 30 minutes or more, to school or class per trimester. Excessive absenteeism means 15 or more absences from school or class per trimester. After a student has been tardy 10 times, in excess of 30 minutes or more, or had 10 unexcused absences during a trimester, an attempt will be made to have a parent-teacher-administrator conference.
25. Any chronic violation or a serious violation of the Standards of Behavior or rules specified in the GUSD School/Family Compact or GUSD Student Handbook.

#### **SCHOOL OR SCHOOL ACTIVITIES**

A student may be temporarily removed or removed for any violation of the Standards of Behavior if the violation is related to school activity or school attendance occurring within any school in the District or within any other school district, at any time, including, but not limited to, the following:

1. While on school grounds,
2. While going to or coming from school,
3. During the lunch period, whether on or off the school campus, and
4. During, going to, or coming from a school-sponsored activity.

#### **Sexual Harassment:**

Sexual Harassment policies are on the district website at [www.gusdschools.org](http://www.gusdschools.org). The student Sexual Harassment policy is BP/AR 5145.7. This policy applies to students in grades 4-12.

#### **Earthquake**

When an earthquake occurs inside a classroom or building:

- 1) Teacher shall instruct students to implement the DROP, COVER AND HOLD ON procedure.
  - a) Students and staff should drop under equipment (desk, table, etc.) where available. Otherwise students and staff should get next to an inside wall or under a doorway.
  - b) Students and staff should drop to knees with back to the windows and knees together.
  - c) Students and staff should bury face in arms, protecting the head. Close eyes tightly.
  - d) Students and staff should remain tucked until procedure or emergency is over or until further instructions are announced. Such instructions will depend upon circumstances and the extent of damage to buildings or surrounding areas to the school site.
- 2) As soon as possible, teachers shall move the students away from windows and from heavy suspended light fixtures.
- 3) Teachers shall implement action to leave the building when the earthquake is over. Leave the door open during an earthquake to avoid becoming trapped inside when the building shifts and prevents door from opening. Teachers also need to make sure students do not run during evacuation.

**IF SAFETY OF THE STUDENTS OR STAFF IS THREATENED AT ANY TIME, DO NOT WAIT FOR PERMISSION—EVACUATE IMMEDIATELY!!!**

Earthquake while on school grounds (Playgrounds or other areas outside buildings)

- 1) The teacher or other staff in authority shall direct students to walk away from buildings, trees, poles, or wires.
- 2) The teacher shall implement the DROP, COVER AND HOLD ON procedure. Teachers and students should focus on closing their eyes and covering ears.
- 3) Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

#### Subsequent Emergency Procedures

- 1) Teachers shall see that students avoid touching wires that may have fallen.
- 2) Teachers or students shall not turn on/off any light switch until the area is declared safe.
- 3) Teachers shall render first aid if necessary. Teachers should note any injuries and provide information to the emergency response team.
- 4) Teachers shall take roll of their classes.

IF SAFETY OF THE STUDENTS OR STAFF IS THREATENED AT ANY TIME, DO NOT WAIT FOR PERMISSION—EVACUATE IMMEDIATELY!!!

#### Disaster Drill Procedure Earthquake Scenario

- 1) An announcement will be made to alert to an earthquake drill.
- 2) Students are to remain in class utilizing DROP, COVER AND HOLD ON procedure under desks, tables.
- 3) The classroom door shall be open and lights are to be turned off.
- 4) Students outside at the time of the drill need to stay away from structures such as trees, building and overhanging wires etc...
- 5) Students outside are to get on knees and cover head and neck with arms
- 6) An all clear bell will sound, or message over the PA will give direction
- 7) Class will evacuate and arrive at outside meeting location to complete safety drill procedure OTHER STAFF RESPONSIBILITIES
- 1) It is important that no one reenters buildings for any reason until the buildings are declared safe.
- 2) Custodian or designee shall shut off gas utilities such as heaters, water heaters, and stoves.
- 3) Principal or Superintendent shall report damage, assistance if needed through appropriate channels from the county or city Office of Emergency Services or fire or police departments.
- 4) Custodian or principal shall notify PG&E of any break or suspected break in gas lines. Custodian shall shut off all utilities at main valve.
- 5) The principal or custodian shall determine the advisability of closing school, with advice of fire department, building inspectors, or other qualified agency.
- 6) Following the earthquake, the principal and/or custodian shall inspect all buildings for safety with the following guidelines. Custodian shall make a thorough inspection immediately following an earthquake and shut-off all utilities to the buildings.

#### Checkpoints:

1. Large cracks affecting buildings
2. Earth slippage affecting buildings
3. Water leaks
4. Gas Leaks
5. Electrical breakages

If custodian or the other personnel believe the school is damaged sufficiently to be a hazard, he/she shall notify the superintendent or request assistance to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

#### Explosion or Risk Of Explosion Action:

1. EVACUATION or
2. SHELTER IN PLACE

Evacuation: If an explosion has occurred on campus, determine the extent of the damage before deciding to evacuate. Often it is safer to remain inside an undamaged building than to evacuate. If fire is present, evacuate immediately.

Shelter in Place: If there is little or no damage to the building, and no fire is present, close windows and doors and wait for further instructions.

Note: Explosions can happen from ruptured gas mains; acts of terrorism; fallen aircraft; and other unknown causes. There may be toxic fumes and other hazardous materials involved. Until you know the cause of the explosion and can determine the safest procedures to follow, it is best to remain inside and wait further instructions from the district or school office or first responders unless there is an immediate danger of fire or collapse.

### **Fire in Surrounding Area**

Fire near the school

- Report fire to district office or school office.
- Wait for instructions from district or school office.
- First responders will determine if it is necessary to evacuate based on the risk to the school.
- Keep radio tuned to a local emergency channel for current information (1350AM KSRO).

Fire Drill Procedure

- 1) Lights flash, alarm will sound
- 2) Students and teachers will evacuate to their assigned areas. Teachers bring roster and emergency backpack.
- 3) Make sure classroom door is closed upon leaving and turn off lights
- 4) Teachers bring class roster and take roll.
- 5) Teachers indicate whether students are all present or not, by having the first student in line hold one of three signs: Green= All Present; Yellow= Someone Missing; Red= Emergency!/Help Needed
- 6) An all-clear message will sound.
- 7) All students and teachers will return to their rooms.

### **Fire on School Grounds At the School Site**

- If you see a fire:
  - a. Attempt to extinguish only if it is small but do not endanger yourself.
  - b. Never use water on electrical or oil fires. Activate the nearest fire alarm if possible.
  - c. Report fire to district office or school office - OR 911 (dependent on circumstance/emergency)

- If you hear the fire alarm- evacuate immediately and go to designated evacuation areas as indicated on the classroom wall. Even if you don't smell smoke or see a fire, always evacuate at the sounding of the alarm unless an "All Clear" signal indicates a false alarm.
- Take a class roll book, and leave the classroom door closed but unlocked, to allow easy access to firefighters to battle the fire.

#### Fire Drill Procedure

- 1) A beeping horn will sound
- 2) Students and teachers will evacuate to their assigned areas
- 3) Make sure classroom door is closed upon leaving and turn off lights
- 4) Teachers bring class roster and take roll.
- 5) Teachers indicate whether students are all present or not, by having the first student in line hold one of three signs: Green= All Present; Yellow= Someone Missing; Red= Emergency!/Help Needed
- 6) An all-clear bell will sound.
- 7) All students and teachers will return to their rooms.

#### Flooding

Action: Evacuation

Flooding can happen during severe storms when rivers, creeks, or constant rain overwhelms flood communities and roadways. During storms, river levels are monitored closely and emergency response agencies can normally provide adequate warning to schools. So they can notify parents and make arrangements to move students to safety. However, sometimes the rivers can rise unexpectedly and evacuation to higher ground needs to occur.

Flooding can happen suddenly, without warning such as in the case of dam failure. All students and staff should be aware of any potential dams or large bodies of water close to the school that might pose a risk of flooding.

#### Loss or Failure Of Utilities

If loss of utilities occurs before 7AM, and enough time allows for use of the District's "One Call" system to notify parents, then school can be closed for the day.

The Superintendent makes the call to close school, and notifies the County Superintendent at SCOE to officially close school.

If loss of utilities (such as electricity) occurs after students have either begun transport to school or have already arrived at school, then school remains in session until normal dismissal time. Parents will be notified via One Call system, if power does not return. Even if we are without utilities during the school day, school remains in session because it is unsafe to release students early, as parents may not be available to retrieve them.

#### Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on a field trip.

- Prior to leaving on a field trip, the classroom teacher leaves a packet of emergency information with the school office including: names of parent drivers and which students are in each driver's car; parent cell phone numbers; the classroom teacher's cell phone number, and itinerary for the trip.
- Parent drivers are given the cell phone number for the classroom teacher; the number for the Sonoma County Sheriff Dept; and list of students and drivers in each car, and directions for the trip.

- Teachers additionally carry contact info and a medical release for each child in their class (the Parent Authorization for Medical Treatment form).

If a car accident occurs:

- Call 911, if first responders needed
- Parent of crashed car notifies classroom teacher
- Classroom teacher calls the school office
- An administrator calls all the parents of children in the car that had the accident, and gives them an update.

## **Psychological Trauma**

Our District works with a number of individuals to provide care for students and staff in the event of a psychological trauma.

1. Contact SCOE Crisis Team. They will send professional counselors, MFTs, social workers, and therapy animals to the school site immediately.
2. Our School Psychologist is able to provide counseling
3. Each school site has identified a crisis team to provide comfort to students experiencing emotional trauma. (See Incident Command chart)
4. The District contracts with community resources (like California Parenting Institute) to provide short term intensive support following a traumatic event.

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

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging or there has been an observation of suspicious individuals in proximity to food or water supplies. Indicators of the contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

We receive our food from a variety of vendors. If the food was found to be contaminated, we would not serve it to students, and we would either request a new shipment, or go to the local market to get ingredients for a simple meal of sandwiches, fruit and milk.

### **Procedure**

1. The Food Service Staff will work with the School Administrator to isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services and the district nurse. The administrator will determine if they need to call "911."
3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Our well water is tested weekly for risk of contamination. If we were to have a risk of contamination, then we would bring portable water coolers to campus and place them in central locations for student and staff use. The classrooms would also all be provided with gallon bottles and cups for drinking water.

## **Unlawful Demonstration or Walkout**

In the event of a walk out, students would be grouped in such a way that they can be safely supervised with the staff that remains until normal dismissal time that day.

Step 1: Collect intelligence on upcoming events and important issues. This includes monitoring of commonly used student communication channels, such as social media sites on the Internet (Instagram, Facebook), YouTube, and messaging and blogging sites; flyers posted and handed around school grounds; and the activities of student leaders. Once evidence of a planned student walkout has been identified, school district safety personnel should seek verification from school staff, taking care not to feed rumors but only to confirm the accuracy of information.

Step 2: Begin planning response efforts immediately. After it is determined that a walkout event is scheduled, response planning efforts should begin immediately. Sometimes notice of an event is very short, such as when district officials learn that a permit to demonstrate was pulled by a certain activist group only one week before the designated demonstration date. Other times, a district can spend months planning in advance for a walkout demonstration. As with any event, the more notice district staff have to plan, the better.

Step 3: Initiate prevention-mitigation strategies. A key component of this part of the planning process is implementation of several prevention-mitigation strategies to try and diffuse the walkout event before it even happens, including:

- Creating an educational component around issues of concern.
- Giving students an alternate forum for political expression.
- Persuading students it is not in their best interests to conduct a walkout.
- Scheduling an intervening event to distract or dissuade students from walking out.

If during a walkout students leave campus, the parents of those students will be immediately notified. School staff will not follow students off campus.

## **Emergency Evacuation Map**

Each classroom and office space have their own unique evacuation map dependent upon the location of the space on each campus. This map is posted in each room.

# Sonoma County Schools Air Quality Guidance

## About the Guidelines:

- Guidelines were modified from Environmental Protection Agency (EPA) and Centers for Disease Control's [Air Quality and Outdoor Activity Guidance for Schools](#) and [Wildfire Smoke: A Guide for Public Health Officials](#).
- They were developed by Sonoma County school districts in consultation with the Sonoma County Department of Health Services, Bay Area Air Quality Management District, the Northern Sonoma County Air Pollution Control District (NSCAPCD), and the Sonoma County Office of Education (SCOE).
- They are meant to assist school districts in making decisions when air quality is poor. *School closure is ultimately a district-by-district decision based on local conditions.*
- **Guidelines are provided on an interim basis until statewide guidelines can be established.**
- The impact of smoke depends on the sensitivity of the person and the length of exposure. Children are considered more sensitive because their developing lungs and heightened activity make them more sensitive to the impacts of smoke.

## Choosing to Use the Guidelines:

- School districts will monitor the air quality index (AQI) using EPA's AQI monitoring tools at [Fire.AirNow.gov](#).
- School activities/closures decisions will be made based on AirNow measurements and local conditions, such as the availability/quality of air filtration and direct observation of indoor/outdoor air quality.
- School districts will report any school closures to SCOE for media notification.
- School districts will announce any closures to families using normal school closure procedures.
- Children with respiratory or heart conditions are vulnerable to poor air quality and may require extra precautions. School districts should advise parents to consult with their family health care provider.

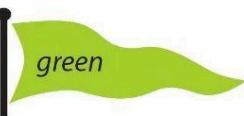
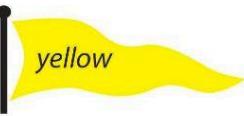
## About Masks:

- There is insufficient data to support the benefit of prolonged use of N95 respirators in wildfire smoke events.
- When air is unhealthy, the best option is to reduce physical activity and stay indoors with windows/doors closed. If indoor temperature is high, get to a location with cleaner, filtered air such as a public library, shopping mall or other building with HVAC system filtration.
- Masks have limitations. Surgical gauze masks provide no protection from smoke. N95 respirator masks are designed for professional use by trained adults and are not intended for children. Therefore, masks are not recommended for children by most air quality districts/public health agencies.
- N95 masks require a perfect seal to be effective. They can give a false sense of security without a proper fit.
- N95 masks may be dangerous for certain persons with lung or heart conditions and may lead to increased heart rate, respiratory rate, and/or labored breathing.
- Masks must be kept clean and replaced frequently to be effective.

## Recommendations for Ensuring Cleaner Air at School:

- Install and maintain HVAC air conditioning system with high-quality air filters that have medium or high efficiency. [EPA recommendations for air filtration are given here](#).
- Install portable HEPA air filters in classrooms where possible. [See approved filters here](#).
- Be sure that portable filters are sized correctly for the room.
- Ensure doors and windows are sealed tightly. Minimize air movement in and out of room.

## Sonoma County Schools Air Quality Guidance

Air Quality Index (measured at airnow.gov)	Recommended School Activities	School Actions	District Actions
 (0-50) GOOD	<ul style="list-style-type: none"> <li>Great day to be active outside</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
 (51-100) MODERATE	<ul style="list-style-type: none"> <li>Good day to be active outside</li> <li>Students who are unusually sensitive to air pollution could have symptoms.*</li> </ul>	<ul style="list-style-type: none"> <li>Monitor readings, keep staff aware of sensitive students</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the situation if index worsens</li> </ul>
 (101-150) UNHEALTHY FOR SENSITIVE GROUPS	<ul style="list-style-type: none"> <li>It's OK to be active outside for <b>short activities</b> (&lt;30 min.) such as recess and PE</li> <li>For <b>longer activities</b> such as athletic practice, take more breaks and do less intense activities. Consider moving indoors or rescheduling.</li> <li>Watch for symptoms and take action as needed.*<sup>1</sup></li> <li>Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy</li> </ul>	<ul style="list-style-type: none"> <li>Inform staff that restrictions are in place based on these recommendations</li> <li>Ensure that staff are following the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Remind site administrators of restrictions at this level</li> <li>Monitor the situation if index worsens</li> </ul>
 (151-200) UNHEALTHY	<ul style="list-style-type: none"> <li>Consider moving <b>outdoor activities</b> indoors or rescheduling them</li> <li>Any outdoor activities should be less intense and include a lot of breaks</li> <li>Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy</li> </ul>	<ul style="list-style-type: none"> <li>Inform staff that restrictions are in place based on these recommendations</li> <li>Move all athletic related events to indoors if possible or reduce to less intense activities if moving to indoors is not possible</li> <li>Ensure that staff are following the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Remind site administrators of restrictions at this level</li> <li>Monitor the situation if index worsens</li> <li>Determine if there are site by site concerns.</li> <li>Respond to school if there are site by site concerns to support and determine severity</li> </ul>
 (201 and higher) VERY UNHEALTHY	<ul style="list-style-type: none"> <li>Move <b>all activities</b> indoors or reschedule them to another day</li> </ul>	<ul style="list-style-type: none"> <li>Inform staff that restrictions are in place</li> <li>Cancel all outdoor athletic activity</li> <li>Ensure that staff are following the guidelines</li> <li>Stay in communication with district office for changes</li> <li>Monitor school site for concerns such as poor air filtration or leaky windows</li> </ul>	<ul style="list-style-type: none"> <li>Respond to site concerns to support and determine severity</li> <li>Remind site administrators of restrictions at this level</li> <li>Consider closing schools based on site by site concerns</li> <li>Allow excused absences for students with reported health concerns</li> </ul>

<sup>1</sup> **Asthma Symptoms:** Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms. If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

# WORKPLACE VIOLENCE PREVENTION PROGRAM for

## GRAVENSTEIN UNION SCHOOL DISTRICT

Our establishment's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by [Labor Code \(LC\) section 6401.9](#).

**Date of Last Review:** The 2023/2024 version is the Initial Plan.

**Date of Last Revision(s):** The Plan was updated in August 2024 prior to the start of the 2024/2025 school year and further revised as part of the Comprehensive School Safety Plan January 2025.

## DEFINITIONS

**Emergency** - Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

**Engineering controls** - An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

**Log** - The violent incident log required by LC section 6401.9.

**Plan** - The workplace violence prevention plan required by LC section 6401.9.

**Serious injury or illness** - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

**Threat of violence** - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

**Workplace violence** - Any act of violence or threat of violence that occurs in a place of employment.

**Workplace violence** includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The following four workplace violence types:

**Type 1 violence** - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

**Type 2 violence** - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

**Type 3 violence** - Workplace violence against an employee by a present or former employee, supervisor, or manager.

**Type 4 violence** - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

**Workplace violence** does not include lawful acts of self-defense or defense of others.

**Work practice controls** - Procedures and rules which are used to effectively reduce workplace violence hazards.

## RESPONSIBILITY

The WVPP administrator, the GUSD Superintendent, has the authority and responsibility for implementing the provisions of this plan for the Gravenstein Union School District. If there are multiple persons responsible for the plan, their roles will be clearly described.

Responsible Persons	WVPP Responsibility(ies)	Phone #	Email
Superintendent	<b>Overall responsibility for the plan;</b> Superintendent works with Leadership Team, Site Council, and the Board to draft, edit, and adopt the plan annually	707-823-7008	<a href="mailto:kpuugno@gusdschools.org">kpuugno@gusdschools.org</a>
Chief Business Official	<b>Responsible for employee involvement and training;</b> CBO organizes safety meetings, updates training materials, and handles any reports of workplace violence	707-823-7008	<a href="mailto:cneidhoefer@gusdschools.org">cneidhoefer@gusdschools.org</a>
Director of Maintenance and Operations	<b>Responsible for emergency response, hazard identification, and coordination with other employers;</b> Director conducts safety inspections, coordinates emergency response procedures, and communicates with other employees about the plan.	707-823-5361	<a href="mailto:bsposato@gusdschools.org">bsposato@gusdschools.org</a>
Principals	<b>Responsible for employee involvement;</b> Principal works with staff on site to implement WVPP, provide relevant updates, and assist in the completion of any reports of workplace violence.	Gravenstein 707-823-5361 Hillcrest 707-823-7653	Gravenstein <a href="mailto:mmcdowell@gusdschools.org">mmcdowell@gusdschools.org</a> Hillcrest <a href="mailto:wdeeths@gusdschools.org">wdeeths@gusdschools.org</a>

All managers and supervisors are responsible for implementing and maintaining the WVPP in their work areas and for answering employee questions about the WVPP.

## EMPLOYEE ACTIVE INVOLVEMENT

GUSD ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan:

- Management will work with and allow employees and authorized employee representatives to participate in:
  - Identifying, evaluating, and determining corrective measures to prevent workplace violence.

Site Principals and the Director of Maintenance and Operations will add a safety agenda to their monthly teacher meetings and all other staff meetings with employees to discuss identification of workplace violence related concerns/hazards, evaluate those hazards, and/or concerns, and how to correct them. On the leadership Team agenda, there will be a standing item to review workplace safety concerns.

- Designing and implementing training

All employees will complete all of the mandated training modules at the beginning of each year provided by RESIG, including those modules connected to workplace violence prevention. If circumstances call for more or different training, the Leadership Team will take the lead and work with GUTA and GUCE on designing and implementing the training.

- Reporting and investigating workplace violence incidents.

Employees can report concerns to their site principal, direct supervisor, or union leadership. All concerns will be reported to administration for investigation that will be conducted pursuant to the type of concern reported.

- Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules fairly and uniformly.
- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment.
- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

## EMPLOYEE COMPLIANCE

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees, supervisors, and managers in the provisions of GUSD Workplace Violence Prevention Plan (WVPP)
- Effective procedures to ensure that supervisory and nonsupervisory employees comply with the WVPP. (Pursuant to Education Code, Board Policies and Administrative Regulations, Collective Bargaining Agreements, and all other sources of directives, policies and procedures applicable to our school sites and work locations.)
- Provide retraining to employees whose safety performance is deficient with the WVPP.
- Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace by emails of recognition and inclusion in monthly Board Reports from Principals, the Director of M&O, and/or

the Superintendent.

- Discipline employees for failure to comply with the WVPP pursuant to Education Code, Board Policies and Administrative Regulations, Collective Bargaining Agreements, and all other sources of directives, policies and procedures applicable to our school sites and work locations.

## COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our management team, staff, and other employers, about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training programs.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns.
  - For example, ensure that supervisors and employees can communicate effectively and in the employees' first language.
- Posted or distributed workplace violence prevention information.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action. (Pursuant to Education Code, Board Policies and Administrative Regulations, Collective Bargaining Agreements, and all other sources of directives, policies and procedures applicable to our school sites and work locations.)
  - Employees can anonymously report a violent incident, threat, or other violence concerns.
  - Contact information for who to call for emergency response is included in the GUSD School Safety Plan.
- Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner and they will be informed of the results of the investigation and any corrective actions to be taken.

## COORDINATION WITH OTHER EMPLOYERS

GUSD will implement the following effective procedures to coordinate implementation of its plan with other employers to ensure that those employers and employees understand their respective roles, as provided in the plan.

- All employees will be trained on workplace violence prevention.
- Workplace violence incidents involving any employee are reported, investigated, and recorded.
- At a multi-employer worksite, GUSD will ensure that if its employees experience workplace violence incident that involves contractors or other agencies, GUSD will record the information in a violent incident log and shall also provide a copy of that log to controlling employer.

# WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

GUSD will implement the following effective procedures to ensure that:

- All threats or acts of workplace violence are reported to an employee's supervisor or manager, who will inform the WVPP administrator. If that's not possible, employees will report incidents directly to the WVPP administrator, GUSD Superintendent.
- Employees can report incidents to their supervisor, HR, or to their Union Leadership.

## EMERGENCY RESPONSE PROCEDURES

GUSD has in place the following specific measures to handle actual or potential workplace violence emergencies:

- Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following the GUSD Safety Plan.
- Alarm systems and PA announcements will be used to alert employees of emergencies
- GUSD has evacuation or sheltering plans contained in the GUSD Safety Plan.
- To obtain help from staff, security personnel, or law enforcement, refer to the GUSD Safety Plan for phone numbers, email addresses and other contact information.
- In an emergency, dial 911, then notify administration.

In the event of an emergency, including a Workplace Violence Emergency, contact the following:

Job Title/Position	WVPP Responsibility(ies)	Phone #	Email
Superintendent	<b>Responsible for emergency response, hazard identification, and coordination with other employers.</b>	707-823-7008	kpugno@gusdschools.org

## WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by GUSD to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.

Review all submitted/reported concerns of potential hazards:

Site Principals and the Director of Maintenance and Operations will add a safety agenda to their monthly teacher meetings and all other staff meetings with employees to discuss identification of workplace violence related concerns/hazards, evaluate those hazards, and/or concerns, and how to correct them. On the leadership Team agenda, there will be a standing item to review workplace safety concerns.

## Periodic Inspections

Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted:

- Annually as part of the FIT Inspections
- Annually as part of the School Safety Plan review and adoption process

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

Specific Person Name/Job Title	Area/Department/Specific location
Director of Maintenance and Operations	Both Campuses
Superintendent/Site Council	Both Campuses

Inspections for workplace violence hazards include assessing:

- The exterior and interior of the workplace for its attractiveness to robbers.
- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during a robbery or other criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities.
- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.
- Whether employees have access to a telephone with an outside line.
- Whether employees have effective escape routes from the workplace.
- Whether employees have a designated safe area where they can go in an emergency.
- Adequacy of workplace security systems, such as door locks, entry codes or badge readers, security windows, physical barriers, and restraint systems.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Employees' skill in safely handling threatening or hostile service recipients (example: security guards).
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance, e.g., alarms or panic buttons.
- The use of work practices such as the "buddy" system for specified emergency events.

- The availability of employee escape routes.
- How well our establishment's management and employees communicate with each other.
- Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by managers, supervisors, or other employees.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.]
- [Other procedures to identify and evaluate workplace violence hazards]

## WORKPLACE VIOLENCE HAZARD CORRECTION

Workplace violence hazards will be evaluated and corrected in a timely manner. GUSD will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s) , all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition will be provided with the necessary protection.
- All corrective actions taken will be documented and dated on the appropriate forms.
- Corrective measures for workplace violence hazards will be specific to a given work area.

### Possible Examples:

- o Make the workplace unattractive to robbers by:
  - o Improve lighting around and at the workplace.
  - o Post of signs notifying the public that limited cash is kept on the premises and that cameras are monitoring the facility.
  - o Consider the use of surveillance measures, such as cameras and mirrors, to provide information as to what is going on outside and inside the workplace and to dissuade criminal activity.
  - o Provide workplace violence systems, such as door locks, violence windows, physical barriers, emergency alarms and restraint systems.
  - o Ensure the adequacy of workplace violence systems
  - o Post emergency telephone numbers for law enforcement, fire, and medical services
  - o Control, access to, and freedom of movement within the workplace by non-employees, include recently discharged employees or persons with whom one of our employees is having a dispute.
  - o Install effective systems to warn others of a violence danger or to summon assistance, e.g., alarms or panic buttons.
  - o Ensure employees have access to a telephone with an outside line. Provide employee training/re-training(refreshers) on the WVPP, which could include but not limited to the following:
    - Recognizing and handling threatening or hostile situations that may lead to violent acts by

persons who are service recipients of our establishment.

- Ensure that all reports of violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace are handled effectively by management and that the person making the report is not subject to retaliation by the person making the threat.
- Improve how well our establishment's management and employees communicate with each other.
- Procedures for reporting suspicious persons, activities, and packages.
- Provide/review employee, supervisor, and management training on emergency action procedures.

- o Ensure adequate employee escape routes.
- o Increase awareness by employees, supervisors, and managers of the warning signs of potential workplace violence. [Provide procedures on how to will be accomplished]
- o Ensure that employee disciplinary and discharge procedures address the potential for workplace violence. [Provide procedures on how to will be accomplished]
- o Establish a policy for prohibited practices [describe what those are, such as a no-weapons policy.
- o Limit the amount of cash on hand and use time access safes for large bills.
- o Provide procedures for a "buddy" system for specified emergency events.

## **PROCEDURES FOR POST INCIDENT RESPONSE AND INVESTIGATION**

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Visit the scene of an incident as soon as safe and practicable.
- Interview involved parties, such as employees, witnesses, law enforcement, and/or security personnel.
- Review security footage of existing security cameras if applicable.
- Examen the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
- Determine the cause of the incident.
- Take corrective action to prevent similar incidents from occurring.
- Record the findings and ensuring corrective actions are taken.
- Obtain any reports completed by law enforcement.
- The violent incident log will be used for every workplace violence incident and will include information, such as: [See attached Violent Incident Log]

- o The date, time, and location of the incident.
- o The workplace violence type or types involved in the incident.
- o A detailed description of the incident.
- o A classification of who committed the violence, including whether the perpetrator was a client or customer, family or friend of a client or customer, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or other perpetrator.
- o A classification of circumstances at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
- o A classification of where the incident occurred, such as in the workplace, parking lot or other area outside the workplace, or other area.
- o The type of incident, including, but not limited to, whether it involved any of the following:
  - Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
  - Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
  - Threat of physical force or threat of the use of a weapon or other object.
  - Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.
  - Animal attack.
  - Other.
- o Consequences of the incident, including, but not limited to:
  - Whether security or law enforcement was contacted and their response.
  - Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.
  - Information about the person completing the log, including their name, job title, and the date completed.
- Reviewing all previous incidents.
- Support and resources, such as counseling services, are provided to affected employees (These resources could include referrals to counseling services, information about employee assistance programs, and time off work if necessary.)

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information which would reveal identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

## TRAINING AND INSTRUCTION

All employees, including managers and supervisors, will have training and instruction on general and job-specific workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

GUSD will provide its employees with training and instruction on the definitions found on page 1 of this plan and the requirements listed below:

- The employer's WVPP, how to obtain a copy of the employer's plan at no cost, and how to participate in development and implementation of the employer's plan.
- How to report workplace violence incidents or concerns to the employer or law enforcement without fear of reprisal.
- Workplace violence hazards specific to the employees' jobs, the corrective measures GUSD has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
- The violent incident log and how to obtain copies of records pertaining to hazard identification, evaluation and correction, training records, and violent incident logs.
- Opportunities GUSD has for interactive questions and answers with a person knowledgeable about GUSD's plan.
- Strategies to avoid/prevent workplace violence and physical harm, such as:
  - How to recognize workplace violence hazards including the risk factors associated with the four types of workplace violence.
  - Ways to defuse hostile or threatening situations.
- How to recognize alerts, alarms, or other warnings about emergency conditions and how to use identified escape routes or locations for sheltering.
- Employee routes of escape.
- Emergency medical care provided in the event of any violent act upon an employee
- Post-event trauma counseling for employees desiring such assistance.

**Note:** Employers must use training material appropriate in content and vocabulary to the educational level, literacy, and language of employees.

## EMPLOYEE ACCESS TO THE WRITTEN WVPP

GUSD ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by adding it to the IIPP appendix of the School Safety Plan.

- Whenever an employee or designated representative requests a copy of the written WVPP, we will provide the requester with a printed copy of the WVPP, unless the employee or designated representative agrees to receive an electronic copy.

## RECORDKEEPING

GUSD will:

- Create and maintain records of workplace violence hazard identification, evaluation, and correction, for a minimum of five (5) years.
- Create and maintain training records for a minimum of one (1) year and include the following:
  - Training dates.
  - Contents or a summary of the training sessions.
  - Names and qualifications of persons conducting the training.
  - Names and job titles of all persons attending the training sessions.
- Maintain violent incident logs for a minimum of five (5) years.
- Maintain records of workplace violence incident investigations for a minimum of five (5) years.
  - The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.
- All records of workplace violence hazard identification, evaluation, and correction; training, incident logs and workplace violence incident investigations required by [LC section 6401.9\(f\)](#), shall be made available to Cal/OSHA upon request for examination and copying.

## EMPLOYEE ACCESS TO RECORDS

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.
- Violent incident logs.

## REVIEW AND REVISION OF THE WVPP

The GUSD WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the procedures listed in the EMPLOYEE ACTIVE INVOLVEMENT section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan's effectiveness:

- Review of GUSD's WVPP should include, but is not limited to:
  - Review of incident investigations and the violent incident log.
  - Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]

## EMPLOYER REPORTING RESPONSIBILITIES

As required by [California Code of Regulations \(CCR\), Title 8, Section 342\(a\). Reporting Work-Connected Fatalities and Serious Injuries](#), GUSD will immediately report to Cal/OSHA any serious injury or illness (as defined by [CCR, Title 8, Section 330\(h\)](#)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

The GUSD, hereby authorize and ensure, the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. We are committed to promoting a culture of safety and violence prevention in our workplace and believe that these policies and procedures will help us achieve that goal.

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Name and title of person authorizing this WVPP

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Signature of person authorizing this WVPP

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Date of Signature

Gravenstein Union School District

**Violent Incident Log**

DATE	TIME	LOCATION	DETAILED DESCRIPTION OF THE INCIDENT	WORKPLACE VIOLENCE TYPE	WHERE INCIDENT OCCURRED?
				1 2 3 4	
<b>CLASSIFICATION OF PERPETRATOR:</b>		<input type="checkbox"/> Student <input type="checkbox"/> Student's Parent/Guardian <input type="checkbox"/> Other Family of Student <input type="checkbox"/> Friend of Student <input type="checkbox"/> Supervisor <input type="checkbox"/> Stranger		<input type="checkbox"/> Current Co-worker <input type="checkbox"/> Former Co-worker <input type="checkbox"/> Partner/spouse <input type="checkbox"/> Employee's Relative <input type="checkbox"/> Other: _____	<b>CLASSIFICATION OF CIRCUMSTANCES AT TIME OF INCIDENT:</b> <input type="checkbox"/> Performing usual job duties <input type="checkbox"/> Poorly lit areas <input type="checkbox"/> Rushed <input type="checkbox"/> Isolated/alone <input type="checkbox"/> Unable to get help/assistance <input type="checkbox"/> Working in unfamiliar/new loc. <input type="checkbox"/> Working in community setting <input type="checkbox"/> Other: _____
<b>TYPE OF INCIDENT:</b>		<input type="checkbox"/> Physical attack without a weapon <input type="checkbox"/> Animal attack <input type="checkbox"/> Sexual assault or threat (including rape, attempted rape, physical display, or unwanted verbal or physical sexual contact) <input type="checkbox"/> Other		<input type="checkbox"/> Attack with a weapon or object <input type="checkbox"/> Threat of physical force or threat of the use of a weapon or other object	
<b>CONSEQUENCES OF INCIDENT:</b>		<b>Was an Admin/Supervisor contacted?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>RESPONSE:</b>	
		<b>Was law enforcement contacted?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>RESPONSE:</b>	
		<b>Action taken to protect employees from a continuing threat or other hazards as a result of the incident:</b>			
<b>COMPLETED BY:</b>			<b>JOB TITLE:</b>	<b>DATE COMPLETED:</b>	